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ABSTRACT

This report deals with the development of a methodology with which Australian TAFE (Technical and Further Education) authorities, institutions, and staff could evaluate staff development programs and activities. It focuses on two programs that reflect the diversity in program organization and major emphases adopted--South Australian Department of Further Education and Victorian Technical Schools Division. Following the introductory chapter, chapter 2 concerns the current world-wide emphasis on the continuing development of staff, particularly as it relates to technical and further education. Chapter 3 examines the various methods by which staff development programs can be managed and provides a basis for the description of the following chapter of the operations and the two staff development programs. General approaches to evaluation is the topic for chapter 5 and leads into a detailed account of the proposed methodology for the evaluation of staff development in technical and further education (chapters 6 and 7). Chapter 8 outlines the manner in which the trial phase of the study was carried out and includes suggested analyses by which data collected at either the college or system level may be examined. The final chapter discusses the application of the general methodology to specific staff development activities. (YLB)

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ACER RESEARCH MONOGRAPH NO.7

THE EVALUATION OF STAFF DEVELOPMENT IN TECHNICAL AND FURTHER EDUCATION

A PROPOSED METHODOLOGY

by
Adrian Fordham
and
John Ainley

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Mrs W. Boyce, Mrs J. Clarke and Mrs M. Corless typed the final manuscript. Other members of the ACER typing and printing staff contributed to the preparation of questionnaires and drafts. We are grateful for their valuable help.

Thank you.

Adrian Fordham
John Ainley

CHAPTER 1

INTRODUCTION TO THE STUDY

This report is concerned with the continuing development of staff in the Australian system of Technical and Further Education (TAFE). In particular it considers how college and administrative staff, as well as external consultants, can become actively involved in the evaluation of staff development programs and activities. The initiation of such a study reflects the deep concern shown by all sections of the educational community about the future roles of teachers in the decades to come. This concern has arisen largely through changing community expectations of the purposes of education, rapid and extensive changes in technology and the reduction in the growth of the teaching force due to both demographic and economic factors. There is a continuing shift in emphasis from the teacher as a transmitter of information to the teacher as a manager of learning: learning concerned with both the cognitive and affective development of the student. This has been accompanied by a reduction in the traditional exercise of authority between the teacher and the student and a greater emphasis upon a co-operative working relationship between them. As a result teachers are required not only to keep abreast of modern developments in their disciplines but more importantly to adopt new, and often radically different, approaches to their work.

Successive Australian Government authorities dealing with technical and further education have also expressed concern over the future roles of staff. Firstly the Advisory Committee on Technical and Further Education (ACOTAFE), then the Technical and Further Education Commission and now the more recently constituted Technical and Further Education Council (TAFEC) in their reports have argued that a high priority be placed on the continuing development of TAFE staff, and for the reasons just outlined. The result has been a greater interest shown by teachers and State authorities in staff attendance at activities designed for such broad ranging purposes as updating technical knowledge, introduction of new teaching practices, personal growth and organizational development. However the TAFE Council has become increasingly aware of the lack of program evaluation that characterizes much staff development activity. At a time when initiatives are being taken in the funding arrangements for these programs, in the types of programs being offered, and in the regulations that affect staff attendance, it seems appropriate that research into suitable procedures for evaluation should be undertaken. With this in mind TAFEC commissioned the Australian Council for Educational Research (ACER) to undertake an evaluation study of selected staff development programs financed under the Council's recurrent expenditure program.

In the preliminary brief there were five objectives specified for the study. These were:

1 to develop a general methodological framework for the continuing evaluation of TAFE staff development programs;

2 to obtain a worthwhile assessment of the effectiveness of a selected number of staff development programs financed by Commonwealth grants, in terms of their impact on the individuals, institutions and authorities concerned;

3 to determine the degree to which overall needs and demands for particular forms of staff development activity are being met by the programs mounted with Commonwealth grants; to consider this question also in relation to the total provision of such activities;

4 to identify significant new developments in the provision of staff development programs in TAFE, and to evaluate the relative effectiveness of different modes of delivery of similar forms of program (e.g. college-based versus centralized);

5 to identify major problems and factors which could guide the future development of staff development activities in TAFE.

A number of points need to be made concerning the way these objectives were interpreted by the advisory committee for the study.[1] In its deliberations the advisory committee agreed with TAFEC that the major purpose of the study was to construct a methodological framework with which TAFE authorities could evaluate staff development programs. It was considered that this would allow the subsidiary aims 2-5 to be ultimately realized. The recognition of the first objective as a major purpose indicates the depth of concern about the lack of evaluative procedures for staff development already operating in the TAFE system.

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[1] The advisory committee consisted of representatives of the Victorian Technical Schools Division, the South Australian Department of Further Education and the Australian Technical and Further Education Council. It also included individuals with particular expertise in the issues of staff development and evaluation.

The researchers envisaged that the methodology developed would represent a particular orientation or perspective towards evaluation that defined the important issues appropriate to an evaluation in this area. We felt that the definition of these important areas of concern to which an evaluation study in staff development should be addressed to be a substantial aspect of the study. In this way it was possible to incorporate the latter four objectives. Rather than attempt specific evaluative studies of each of these, it was felt that the issues underlying these objectives would be incorporated within the methodological framework that was developed. Subsequent trials would then provide useful information which could be interpreted within the context of these four questions. However from the outset it was realized that such information would be collected during the trial phase of the development of the methodology and hence would not necessarily provide a solid basis for decision-making in regard to current practices in staff development. Rather it would provide a useful indication of what were the important factors operative and how best to collect information about those factors.

The preliminary brief indicated that the methodology should be suited to the evaluation of staff development programs by State TAFE authorities. We felt that it was also necessary to include both individuals and institutions as two further groups to whom the methodology was directed. The success of an evaluation of staff development programs, it was argued, would be dependent upon the active involvement of each of these groups in a manner where each would directly benefit. As a result three potential clients for the methodology were identified, viz. the State TAFE authorities, TAFE institutions and TAFE staff.

The brief also indicated that the study should have two thrusts. Firstly, the methodology developed should be applicable to the evaluation of *programs* of staff development, i.e. series of activities taken as a whole and directed towards some common goal. These could include both State, college and section or department programs. In addition the methodology needs to be applicable to an individual staff member's program for continuing development throughout part or all of his career. Secondly, it should also be applicable to the evaluation of specific *activities*. These specific activities might include conferences, workshops, overseas study tours and industrial leave schemes. While such dual functions might appear difficult to reconcile, it was decided to develop a generalizable methodology, aspects of which could be utilized for each of these purposes.

The stated objectives implied that the study was to be focused primarily on selected programs which were financed with TAFEC special purpose recurrent grants for staff development available to each of the States. The inappropriateness of this restriction for the study is discussed subsequently. For the moment it need only be noted that all staff development programs operating in TAFE institutions were considered relevant to the study.

A final point worth noting in the objectives, and later elaborated in the brief, is the expectation that the evaluative criteria on which the effectiveness of programs should be assessed would be in terms of their impact upon the individuals, institutions and authorities. The brief comments on the need for greater objectivity in evaluation: 'To the maximum possible extent ... the Council would expect that this project will move beyond the area of perception and judgment on the part of staff development participants to explore the feasibility of introducing a greater degree of objectivity into the assessment of development programs'. The question of objectivity may be interpreted in two ways. Firstly, it may refer to the type of actual evidence for particular variables under consideration, and even to the nature of the variables themselves. Secondly, it may refer to the manner in which evidence for each of the variables constituting the evaluative framework is related in the overall assessment of a program. We believe that too often the latter is ignored at the expense of the former.

In summary, the major aim of the study was to develop a sound methodology with which TAFE authorities, institutions and staff could evaluate staff development programs and activities. In the generation of this model data concerning current practices in staff development would be collected, which in turn would draw attention to those issues most important for the future development of staff development in Technical and Further Education.

The diversity of staff development programs in Australian Technical and Further Education, particularly in regard to their form of organization and major emphases adopted, meant that the selection of programs on which to establish the methodology was of vital concern to the study. We decided to focus on two State staff development programs that reflected this diversity. The South Australian Department of Further Education and the Victorian Technical Schools Division present two quite different approaches to the organization of staff development. Further, each of these State systems are characterized by a set of different factors which are relevant to the operations of a staff development program. It was felt that such a selection would encompass the major issues associated with staff development in each of the remaining State and territory programs.

This report deals with the development of the evaluative methodology. The second chapter is concerned with the current world-wide emphasis on the continuing development of staff, particularly as it relates to technical and further education. The third chapter examines the various methods by which staff development programs can be managed and provides a basis for the description in the following chapter of the operations of both the South Australian and Victorian TAFE staff development programs. General approaches to evaluation is the topic for Chapter 5 and leads into a detailed account of the proposed methodology for the evaluation of staff development in technical and further education (Chapters 6 and 7). The next chapter is directed towards the trial phase of the study and outlines the manner in which that phase was carried out. Chapter 8 also includes suggested analyses by which data collected at either the college or system level may be examined. The final chapter of this first part of the report discusses the application of the general methodology to specific staff development activities.

CHAPTER 2

TECHNICAL AND FURTHER EDUCATION AND THE CHANGING ROLE OF THE TEACHER

Recent Australian developments in Technical and Further Education have reflected the changing nature of education throughout the world. The rationale of the Kangan Report is founded upon a set of educational ideas which has received widespread attention in a variety of educational reports (OECD 1974; Unesco 1972). These basic ideas directly affect the role of the teacher and therefore are likely to have subsequent effects upon both the initial preparation of teachers and their continuing professional development. Three of these are particularly important and warrant comment:

- The idea that provision should be made for the lifelong education of people;
- The idea that education systems should be responsive to both social changes and changes in knowledge;
- The recognition that the basis for the authority of educators has altered.

Firstly, a notion that has been adopted in many countries is that of lifelong education. Not only is popular education being extended downwards to younger children, it is also being directed towards the adult to a far greater extent than in recent decades. Lifelong education is seen by its proponents as an essential part of living in a society experiencing rapid technological change. It provides a formal recognition that a person's initial period of education cannot be expected to supply all the necessary vocational skills required throughout a working life. One argument in support of this provision is that people are likely to follow a more varied career path than has traditionally been the case, and will require new skills at different points of time.

It is clear that a major emphasis in the concept of lifelong education is the continual updating of vocational skills. The extent to which this occurs will be dependent upon both the changing demands of industry and commerce and the aspirations of those people in or seeking employment. However arguments for lifelong or recurrent education have not been confined to specific training needs. Lifelong education has also been conceived as an essential part of each individual's continuing personal development as they strive to maintain harmony with a changing social and physical environment. At a time when the length of the working life of most adults is being reduced and when increased leisure is becoming available, this latter purpose of recurrent education is of particular importance. Educating for leisure as well as work is a common theme throughout the relevant literature (Unesco 1972). This emphasis upon personal development through recurrent education has received new emphasis in recent times and has been considered to be part of the role of the Technical and Further Education System in Australia.

> With growing impetus, bodies of world stature, such as ILO[1], UNESCO[2] and OECD[3], are changing the emphasis in vocational education from primarily seeking to meet industry's needs for manpower to primarily meeting the needs of the individual person who wishes, within the limits of his capacity, to develop his abilities to the best advantage of himself and the community, including industry and commerce. (ACOTAFE, 1974:14)

The implications for those responsible for the Technical and Further Education sector of the educational system are profound. For not only must they be responsive to the demands of industry and commerce, as they have been in the past, but they must also be responsive to the diversity of community needs. It is this issue of responsiveness, coupled with the concept of lifelong education, that has particular relevance in understanding a rationale for the continuing professional development of educators. A second set of relevant issues concerns the responsiveness of educational systems.

Rapid developments in the application of knowledge in most disciplines has made the task of a responsive educational system extremely difficult. This has often resulted in a greater emphasis in curricula on the processes, methods and inherent structures which characterize particular fields of study. While a focusing upon the more generalizable aspects of knowledge may be appropriate for a large proportion of the educational system it seems to be inadequate for the satisfaction of many of the needs with which TAFE is concerned. Courses, particularly those of direct vocational orientation, must maintain a degree of relevance to work that is not demanded of curricula at the primary and secondary levels of schooling. Up-to-date content in these courses is essential if students are to develop sets of vocational skills that will lead to satisfactory job placement.

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[1] International Labour Organization.

[2] United Nations Educational, Scientific and Cultural Organization.

[3] Organization for Economic Co-operation and development.

The ability of an educational system to respond to the needs of the community is not only dependent upon its ability to develop and maintain a diverse and up-to-date set of course offerings. An educational system also needs to be flexible in its mode of operation, catering now for a more heterogeneous group of students than in the past. Students involved in technical and further education probably differ from secondary students not only in abilities and interests but also in the values they have adopted. The capacity to be responsive in these circumstances is dependent to a very large extent on the organizational processes that characterize the system. Traditional patterns of decision-making and communication, to list just two organizational processes, may not necessarily be suitable. Similarly the traditional relationships between the educational system, especially at the college or school level, and other groups such as employers may not lend themselves to creating a highly adaptable organizational structure that can respond quickly to changing circumstance.

A third important issue affecting modern education, and one noted by the Organization for Economic Co-operation and Development (OECD 1974) is the changing basis for the authority of the teacher. In the past the educational system has been the transmitter of well-defined bodies of knowledge and the dominant social values of the society. This situation seems to have altered. In a pluralist society where differing sets of values are held by different groups, there is no one set of values which may pervade the curricula. As a result an educational system cannot assume that its curricula, used in the broad sense, will remain unchallenged by members of society, whether students, parents or employers. Indeed both the content of curricula and values inherent in them are open to scrutiny.

Courses in technical and further education are also vulnerable to such critical examination. For example, some TAFE courses have explicit aims which stress the development of certain work-related values or attitudes. Such attitudes would not be accepted by all members of society and some may even question their inclusion in curricula that are basically concerned with skills. Yet again, many value-oriented aims are not stated in course guidelines but remain implicit in the ongoing activities of the classroom or workshop. It needs to be recognized that curricula in TAFE, like those in other educational sectors, are not value free and that the teacher cannot depend upon the basis for authority which characterized the teacher-learner relationship in the past for the transmission of those values. A reliance upon the traditional authoritative role of the teacher will not even be sufficient to ensure the acceptance of the content aspects of the curricula.

This adds a further dimension to the notion of responsiveness with which we have just been concerned. It emphasizes that the role of educational institutions is not to decide without consultation what they consider are pertinent needs of the community and then design courses to meet these needs. Rather they need to be particularly sensitive to the community's perceptions of its needs and design curricula with these in mind.

The three issues just outlined, the concept of lifelong or recurrent education, the responsiveness of the education system and finally the changing basis of authority held by teachers and the education system as a whole, have wide-ranging implications for the continuing professional development of staff in technical and further education. For these three issues have in part resulted in a different conceptualization of the most appropriate learning-teaching process for Technical and Further Education from that which we are accustomed.

Teaching in Technical and Further Education

The TAFE sector, being concerned with post-secondary education and emphasizing recurrent education, has a high proportion of mature students.[1] These students would have varied interests and most would have been in employment for a number of years. They would bring to their studies a set of characteristics and attitudes quite different from those of younger students. One might expect mature students to be more certain of what they want to learn and to be more strongly motivated towards success in their course. Having experienced employment they will have developed certain work-related attitudes including being responsible for their own work. Mature students could expect such attitudes to typify the teacher-student relationship in technical and further education. Finally, mature students are more likely to hold a firmly established set of values than younger students.

While one would not expect a uniform method of teaching to be suitable for all of these TAFE students, there has been a general change in certain features of teaching methods which educators in TAFE currently believe to be of most relevance to teaching mature students. One is a shift in the emphasis in teaching from the transmission of knowledge to the management and facilitation of learning. This has been accompanied by an increase in the autonomy of the student, a decrease in the dominance of the teacher and a consideration of the teaching-learning process as a more co-operative enterprise.

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[1] Fifty-six per cent of the TAFE enrolments across Australia in 1977 were over the age of 21 years, and of these approximately half were between the ages of 30 and 60 years (TEC, 1978a).

There are a number of important features of this approach to adult learning worth noting, for they help build up a picture of what some educators believe to be important characteristics of teaching in TAFE.

Firstly, learning is considered a co-operative venture. This requires a recognition by the teacher of the importance of the relationship between the student and himself. Indeed it requires the teacher to have a deeper understanding of social processes that characterize the interpersonal relationship of the learning situation. Another aspect of a 'co-operative' understanding of learning is the opportunity for the students to become active participants in the planning and implementation of their courses of study. This involves the teacher in diagnosing each of the student's needs, and even more, in assisting the students themselves to diagnose their own needs, and plan accordingly. It is clear that teachers employing a co-operative approach similar to that suggested by Knowles (1978) need to develop a fairly extensive set of interpersonal skills to cope with everyday interactions with their students.

Secondly, there is a greater emphasis upon discovery-based learning and individualized programs than has been the case in the more traditional approaches to teaching. However TAFE teachers need to consider carefully differences in student backgrounds when planning appropriate teaching methods. Many TAFE students, particularly the older students, may not have experienced the so-called 'modern' methods of education such as individualized learning and discovery-based methods. They may have been taught by didactic methods, and will bring to the classroom expectations about teaching that are consistent with that approach. These students may experience difficulty in adapting to different learning strategies from those to which they are accustomed. On the other hand many of the younger students may have been educated in their primary and secondary years by teachers adopting an inquiry- or discovery-based orientation. They may have developed a certain set of expectations as to what are the appropriate roles for teachers and students and be less likely to accept a more traditional teaching style.

Teachers in technical and further education need also to be familiar with modern developments in those occupational fields relevant to their students. There are two reasons for this. Firstly, as noted previously, the curriculum is more open to challenge by students and employers than it has been in the past. The authority of educational institutions and teachers has diminished. Secondly, the close interaction between the teacher and the student which typifies a co-operative approach to learning makes the teacher even more vulnerable in this regard. For if the teacher is treating his students as individuals and utilizing the students own experience to assist their learning, then any deficiencies in his own experience will be more apparent. Once this occurs then a loss of credibility may result and a lack of confidence on the part of the teacher develop. This problem will be accentuated by the rapid development of new techniques in most occupational fields.

The provision of relevant curricula incorporating the most modern applications in industry and commerce necessitates considerable emphasis upon curriculum development skills. These skills may be required by curriculum committees or working parties at the system level or by the teaching force in general. If it is intended to maintain a responsive system there may need to be some shift towards college-based curriculum development. Such a shift would place new demands upon teachers and require them to develop new skills in curriculum development that otherwise would not have been necessary.

Accompanying the changing role for teachers that is being advocated by many educators is a movement towards new forms of assessment. This new emphasis makes it all the more important for teachers to have a thorough understanding of evaluation procedures. The validity of evaluation procedures in many courses will be dependent upon the teacher's knowledge of the latest developments in his specialist field; it will also be dependent upon the skilled use of resources available to the teacher. Consider the agricultural teacher in a small rural technical college. To be responsive to the needs of the surrounding farming community he must design a curriculum suited to the particular needs of those students who will find work in that community. Clearly the problems associated with curriculum development just described are apparent. But the teacher is also faced with difficulties of assessing student progress. It is highly unlikely that a paper-and-pencil test would be adequate by itself. The college, unless it was a specialist agricultural college, could not be expected to provide a variety of 'real-life' testing situations for the students. One solution could be for the teacher to aggregate reports from farmers to whom students were apprenticed, student reports on their own competence, and his own observations as to the abilities of the students. Assessment based on such a variety of resources requires highly developed skills if it is to produce valid indicators, especially at an intercollege level, of student progress.

Each of these issues which have been elaborated in this section are further confounded by the current stress on social and/or affective aims within the purposes of technical and further education. For example, one can find objectives concerned with the development of work related attitudes, the growth of self-awareness and self-confidence in the curricula. The establishment and implementation of curricula which take into account these types of objectives is not easy and requires certain skills and a breadth of understanding that have not been traditionally expected of teachers.

The purpose of this section has been to trace some of the implications for teachers in technical and further education of a system that aims to be responsive to the community and to focus upon lifelong education. There are many other implications that have not yet been mentioned, particularly those relating to senior college staff. These staff will be required to develop a wide range of managerial skills if they are to fully utilize the resources at their disposal in response to community needs. The increasing tendency of colleges and their departments to be responsible for many aspects of their functioning which have been up till now the prerogative of the State TAFE authority will itself add pressure on many staff to learn 'managerial techniques'. The concept of a multi-campus college has been seen by many to be appropriate for reaching out to the community, and further emphasizes the necessity of a high degree of organizational expertise amongst senior staff. The diversification of courses offered and organizational structures developed have led to greater demands on senior staff in regard to liaison with the community. This has resulted in the establishment of college committees, working parties and subject standing committees, all with community and, in particular, industrial representation. At the less formal level senior staff now are expected to maintain closer communication with senior management in both commerce and industry to enable more immediate responses to changing circumstances; in addition, this close liaison extends to the general public.

We have not discussed the implications of a system concerned with technical and further education for non-teaching staff. However this should not be viewed as an indication that new demands are not being made of them. Library and counselling staff, staff providing educational services such as educational technologists and curriculum developers, and clerical and administrative personnel are an integral part of the college organization directly affecting the responsiveness of that organization. With the introduction of new courses and associated changes in the nature of student enrolments, these staff members are expected to maintain the highest level of skill possible in their respective areas. Such highly skilled services would complement teachers who understand modern teaching methods and are conversant with the latest developments in their specialist field.

It is interesting to note that many of the points we have raised are the substance of a recent Victorian Technical Colleges Federated Staff Associations submission to the Victorian Minister for Education (VTFS., 1978). The staff associations were very much concerned that organizational changes such as modular training coupled with rapid changes in technology and the diversification and specialization of courses in technical and further education have led to significant increases in the levels of skills and responsibilities required by teachers. They concluded:

> Teachers today are therefore responsible for presenting a profoundly more diverse, sophisticated and technical syllabus to an increasingly heterogeneous group of students. To do this well they must acquire and exercise a wide range of skills and accept higher levels of responsibility. (VTCFSA, 1978:48)

In summary we would argue that the expected role of staff has changed greatly as the technical and further education sector of the educational system attempts to fulfil the hopes expressed by those who established it. College staff now must be skilled in a wide variety of areas related to their job, many of which have not been thought in the past to be necessary. Two important questions arise. Firstly, do staff in Australian technical and further education already possess the set of skills described above? Secondly, if they do not, can we reasonbly expect staff to attain such a breadth of expertise? To begin to answer these questions it is necessary to briefly examine the background characteristics of staff currently employed in technical and further education thoughout Australia.

Characteristics of Staff in Australian Technical and Further Education

There are a number of characteristics of TAFE staff which seem important when considering possible staff development needs within the system. Before these are discussed it would be useful to comment upon the relative numbers of full-time and part-time staff employed in technical and further education throughout Australia and the areas of specialization in which they are appointed.

Appointment Characteristics of Staff

Data concerning the appointment of staff is available for the 1977 college year (TEC, 1978a). During 1977 there was a total of 31,338 teachers employed by State TAFE authorities. Of these 11,624 were employed full-time.

It is interesting to consider the 'streams' or levels of courses in which these staff taught.[1] An indication of the relative number of full-time and part-time teachers in each stream can be obtained by examining the teaching effort (as defined by hours taught) directed to each stream. Forty-eight per cent of the total teaching effort of full-time staff was concentrated in the trades area, including both apprenticeship and post-trade courses (TEC, 1978a). A further 25 per cent was directed to the professional or para professional streams. Other vocational courses and preparatory courses received 14 per cent and 11 per cent of the total 'full-time' teaching effort respectively; the final stream, dealing with adult education courses, received only about two per cent.

Generally one would have expected most part-time teaching effort to be directed towards adult education courses. In fact this is not so. The part-time teaching effort was spread fairly evenly across all streams, with slightly more being concentrated in the professional/para professional courses (28 per cent) and slightly less in the apprenticeship trade courses (17 per cent).

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[1] The Technical and Further Education Council classifies courses into six streams. Streams one and two courses lead to professional and para professional occupations. Stream three courses are more concerned with apprenticeship, pre-apprenticeship and pre-employment courses in apprenticeable trades, as well as corresponding post-trade and other courses for advanced skills. Other vocational courses focusing on basic principles, skills and knowledge constitute stream four. Stream five courses are generally courses preparatory to matriculation and diploma entrance courses and stream six courses are oriented towards adult education of a non-vocational nature (TEC 1978a).

The data available which is relevant to non-teaching staff is limited. During 1977 there were 5448 equivalent full-time non-teaching staff employed by State TAFE authorities throughout Australia (TEC, 1978a). Thirty-three per cent of these staff were employed in the area of administration and 16 per cent employed in laboratories and workshops. A further 13 per cent were employed in library services, educational services and student services including student counselling. The areas of employment of the remaining 38 per cent of non-teaching staff were not identified.

A further characteristic which is important to this consideration of TAFE teachers relates to their area of specialization. Information is available which includes student enrolments for the 1977 college year for each of eleven fields of study[1] (TEC, 1978a). Since staffing allocations are generally dependent upon student enrolments these statistics give an indication of the relative numbers of staff teaching in each of the fields.

It is evident from an examination of this data that most teachers in technical and further education are appointed in three major areas of specialization. These are:

1 Business studies - includes accounting, banking and financial studies, data processing; management and supervision, marketing and sales; secretarial services.

2 Engineering - includes automotive trades; drafting; electrical and electronic engineering; refrigeration trades.

3 General studies - includes drama, speech and languages; sociological studies; humanities.

One might expect that teachers specializing in different fields may have different sorts of staff development needs. In some fields there may be greater demands made upon staff to maintain a close liaison with employers; in other fields there may be an emphasis upon the use of particular teaching methods. Furthermore it is likely that the extent to which staff in each of these fields exhibit such needs would be influenced by various staff background characteristics. We will now elaborate upon some of these.

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[1] The eleven fields of study used by the Technical and Further Education Council are: applied science, art and design, building, business studies, engineering, rural and horticultural, music, paramedical, industrial services, personal services and general studies (TEC, 1978a).

Background Characteristics of TAFE Staff

Although no data are available for part-time staff, a considerable amount of information about full-time teaching staff has been collected in the 1977 Technical and Further Education Council staff survey (TEC, 1978b).

In spite of limitations of the study, which are acknowledged by the Council, the report does provide some indication as to the background characteristics of teachers in technical and further education throughout Australia. The information presented includes the length of previous and relevant non-teaching experience, non-teaching and teaching qualifications held by staff, and finally their age. Each of these characteristics we believe are directly relevant to an assessment of the possible needs of staff in regard to their continuing professional development.

Teachers in technical and further education are, on average, older than those in secondary and primary education: the staff survey (TEC, 1978b) indicated that the average age of TAFE teachers was 41 years, and that the average age on recruitment was about 33 years. By contrast the average age of school teachers in government systems in Australia was, at that time, 32 years. The older age of teachers in technical and further education, when coupled with their late age of recruitment, is relevant to this study. It can be assumed that in the main these teachers will have experienced relatively traditional forms of teaching in their own education, and that many would not have been in close contact with the changing emphases in education during the late 1960s. The values and attitudes held by many of these teachers are therefore likely to be congruent with those that characterize traditional educational systems, and it cannot be assumed that they would readily accept many of the ideas and practices espoused by those who established technical and further education in Australia.

The majority of teachers surveyed had had at least some previous work experience relevant to their teaching field. This could have been either in non-teaching employment or employment as a teacher in another sector of education.

Nearly two-thirds of all full-time teachers had been employed in industry or commerce prior to teaching, the average being about 13 years. Of these teachers it seems that trade teachers have the greatest amount of work experience. It is possible to make some estimate of how recently staff had had this work experience. The average age of trade teachers was 41.2 years and their average age on recruitment was 32.8 years, which would suggest that, on average, the work experience will have been gained about eight years prior to their present teaching position. Needless to say this has important implications for any program designed to assist these teachers maintaining an ongoing knowledge of their industry, since the relevance of much of that experience must be seriously questioned. At the middle level or technician levels a similar situation exists where the average lag between industrial work experience and current teaching is just over six years. It must be remembered that it is at this level, in such fields as electronics and computer science, where the effects of technological change are greatest. Apart from a knowledge of a specialist area, work experience also provides the teacher with an understanding of the nature of employment. Teachers would have developed a knowledge of working conditions and an understanding of employer and employee attitudes and values during their time in industry or commerce. It is important, if many of the more affective outcomes of technical and further education are to be achieved, for work experience to be relevant to current employment opportunities.

An understanding of the basic principles and skills underlying a teacher's specialist field will have also been gained from courses of study the teacher has undertaken in that field. It was felt by those responsible for the study into the formal preparation of TAFE teachers that about 88 per cent of teachers held 'appropriate' non-teaching qualifications. i.e. possessed at least a trade or post-trade certificate (TEC, 1978b). About a third of teachers holding non-teaching qualifications obtained these qualifications after recruitment to teaching, and a further 10 per cent are currently pursuing them. For these teachers the current relevance of course content can be assumed. However this still leaves a large group of teachers about whom such an assumption cannot be made.

As well as the necessity to have a sound and current understanding of a specialist field, the need for teachers to be aware of modern educational practices has also been pointed out. In particular mention was made of the areas of instruction, curriculum development and student assessment. Much of the teacher's knowledge of educational practices will be obtained from courses of initial teacher preparation. The TAFE staff survey (TEC, 1978b) indicated that about two-thirds of the teaching force held recognized teaching qualifications, most of which were obtained after recruitment. A further large group of teachers, about 16 per cent, were currently attending initial teacher preparation courses. A similar number appear to possess no teacher training qualifications.

It is likely that many of these teachers would have received their initial teacher preparation in the past five or six years. Therefore they could be expected to be conversant with modern teaching methods that were particularly relevant to mature students. This need not be the case. The Tertiary Education Commission Report (TEC, 1978b) which focused upon the formal preparation of TAFE teachers, noted that greater emphasis needed to be placed in these courses on adult learning theory, and in particular, its relationship to specialist vocational areas.

A final characteristic of teachers currently employed in Australian technical and further education which is important for the successful implementation of many of its aims is the length of service of those teachers. According to TAFEC Statistics (TEC, 1978b) 37.5 per cent of full-time teachers had been teaching in this sector for three years or less. This is not surprising since it has only recently been established and there has been a rapid expansion in student enrolments. However it does have profound implications for staff development policies adopted by State authorities. This is further emphasized when one realizes that many of those teachers with longer service would have taught for quite a number of years in technical schools that were part of a secondary rather than post-secondary system. The effect of length of service is not just upon knowledge of subject matter or teaching practices. Length of service also affects the attitudes of teachers to technical and further education. Teachers recently recruited to technical and further education cannot necessarily be expected to be sympathetic to, or even aware of, the goals of the system unless they have been exposed to appropriate induction procedures. This need has been recognized by the Technical and Further Education Commission in their triennial report 1977-1979 (TAFEC, 1976). Similarly teachers of greater length of service but in a system with somewhat different goals will not necessarily ascribe to or be aware of those goals with which they are now concerned.

In Summary

This chapter has been concerned with the rationale for a staff development program in technical and further education. The idea of lifelong education and a responsive education system, together with a changing basis for the authority of the educator, places new demands upon all categories of staff employed in this sector of Australian education. In particular it may be necessary for teachers to develop a range of skills, understandings and attitudes in order that the aims of the system might be realized. The extent to which such skills need to be developed is dependent upon the background characteristics of staff employed by the State TAFE authorities.

We would argue that the examination in this chapter of the background characteristics of TAFE teaching staff clearly supports the special purposes grant for staff development which has been made available by the Technical and Further Education Council over the last three years. Unfortunately little parallel data is available regarding non-teaching and senior staff. However we feel sure a similar justification would emerge. In fact the TAFE Council is cognizant of the widespread need for both these groups of staff and have made particular mention of this in their 1977-1979 Triennial Report.

If we accept the need for staff development programs then the issue arises as to how such programs can be managed. This is the concern of the next chapter.

CHAPTER 3

THE MANAGEMENT OF STAFF DEVELOPMENT IN TECHNICAL AND FURTHER EDUCATION

Responsibility for the management of staff development is a central issue in the successful implementation of any program dealing with the acquisition of new skills, understanding and values concerned with technical and further education. As might be expected people, both within and outside the system, hold differing views as to who should be responsible for the continuing development of staff. Consequently different approaches to the management of staff development are proposed by different sections and levels of the educational system. This is true of most educational systems and in relation to the present study there was no reason to think otherwise in the case of the TAFE system. Generally these different approaches reflect differences in the priorities held for staff development programs. We begin this section of the report with a brief discussion of the different purposes of staff development. This is followed by a description of the structures or elements of a staff development program. Finally an overview of three typical approaches to the management of programs of this type is presented. From the outset we would point out that what follows is not a systematic review of the literature in the area. Even so a number of worthwhile articles have been mentioned which may be of particular use to those organizing staff development programs.

The Meaning of Staff Development

So far no definition of staff development or its synonym 'continuing professional development' has been offered and this has been quite deliberate. There appears to be no accepted definition of staff development. Some educators and policy-makers define it narrowly, others more broadly.

A narrow definition would be of the type 'employment-oriented education ... activities which have as their intended purpose preparation for specific program demands which decisions within the system have created' (Howsam, quoted in Rubin and Howey, 1976).

A broader definition is: 'Every teacher is also a career-long student. That portion of his education which follows in time, (1) his initial certification and (2) employment is known as in-service teacher education' (Joyce, quoted in Rubin and Howey, 1976). Another fairly broad definition of staff development is provided by Rubin and Howey (1976), and this time attributed to Marsh: 'any activity that might improve the effectiveness of educational workers through their own development'.

The narrow understanding of staff development described above emphasizes that the skills acquired should relate to quite specific duties of the staff member. These duties could be teaching, administration or some other function. Appropriate staff development activities would most likely be directed towards the acquisition of particular competencies thought by educational specialists to define staff members' roles. The effectiveness of these activities would be demonstrated by their direct impact upon job performance. It is interesting to note that this view of staff development is most often attributed to senior administrators within an educational system.

The broader definition of staff development considers not only specific skills related to staff members' current duties but also includes the preparation of staff for future roles within, or even outside, the system. This understanding of staff development is further broadened by the inclusion of both professional (work-defined) and personal growth as legitimate areas of concern. Central to this broader notion of staff development is the belief that successful teaching, for example, stems from the teacher's desire for self-fulfilment in addition to the mastery of a set of teaching competencies. Some of the benefits derived from a program with these intents will directly relate to classroom or office performance; others will not.

Ferry (1974) adopts a somewhat different perspective to understanding the limitations or boundaries of what one sees as legitimate staff development. Two dimensions are distinguished that relate to the basic purposes of recurrent education for staff: academic-pedagogic, and personal-vocational. These have been illustrated in Figure 3.1.

It might be expected that most educational administrators would view quadrant 4, i.e. the development of job related skills, as being the most beneficial form of staff development. This cell would also correspond to the narrow definition just considered. On the other hand the legitimacy of staff development activities orientated towards one's own personal development and of an academic nature, i.e. quadrant 1 is likely to be questioned by both senior administration and the general public. Finally, the broadest definition of staff development proposed would encompass all four quadrants of the diagram.

Recently there has been a further extension to the definition of staff development to include not only the continuing development of individual staff but also that of the system and, in particular, the college. This has resulted from a growing concern that many of the factors preventing institutions attaining maximum effectiveness are specifically associated with organizational processes inherent in the institution. Among the organizational processes that have received attention have been forms of decision-making, communication patterns and general responsiveness to changing circumstance. As a result the alleviation of organizational needs and the facilitation of organizational growth as a whole is now considered by many educators and senior personnel as being a legitimate purpose of any staff development program. This purpose itself is more commonly referred to as one of organizational development rather than staff development. We feel that organizational development is possibly too general a term and for this report we prefer and will use the term college development.

In brief, staff development can serve a wide variety of purposes. However the range of purposes for which resources can be allocated to staff development is not clearly defined. For some the range is quite narrowly conceived; for others it is extremely broad. Public acceptance of the various purposes of a staff development program is an important process and as yet no consensus has been reached within either educational systems or the more public arena.

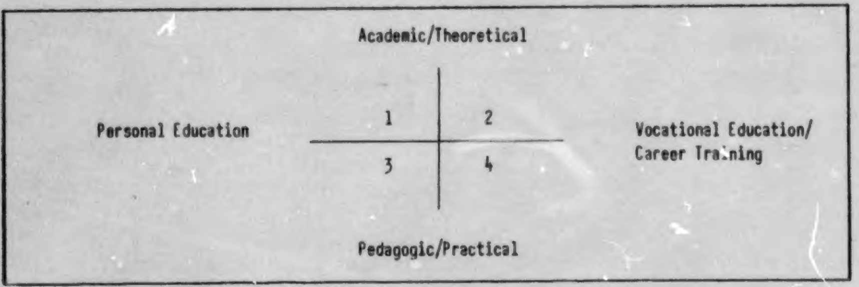

Figure 3.1 Two Dimensions, Personal-Vocational and Academic-Pedagogic, which may Characterize the Purpose of the Staff Development Program (from OECD 1978)

Staff Development Programs and Activities

Just as there is a wide variety of possible purposes so there is a great diversity in the organization of staff development programs. At this point it may be useful to clarify the meaning of the term 'program'. By program is meant a group of related staff development activities directed towards a set of goals which concern the overall functioning of educational systems, colleges, departments and individual staff members. Staff development programs will differ in the extent to which the constituent activities are related, the goals of the program defined and the system or elements within it affected. Staff development activities are the strategies or processes by which individuals, or the organization in the case of college development activities, attain particular outcomes. The important point is that these outcomes need not be related to an overall set of goals previously designated by the individual or the institution. Activities can be defined without reference to a program.

To begin an examination of the possible ways to manage a staff development program it is necessary to first describe the possible types of activities which may comprise a program. In this section we draw heavily from a report from the Centre for Educational Research and Innovation concerning innovation in in-service education and the training of teachers (OECD, 1978). We would recommend the interested reader to refer to the original report as it provides an excellent synopsis of recent ways in which staff development is being conceived in a wide cross-section of countries.

That report considers that there are four aspects of any staff development activity of interest. They could be referred to as defining characteristics and are (1) the providing agency, (2) the type of strategy on which the staff development activity is based, (3) the location of the activity, and finally (4) the target users or possible participants.

The Providing Agency

The types of agencies capable of providing activities or strategies appropriate to the continuing development of staff in technical and further education are extensive. Of course certain agencies will be more relevant to the acquisition of particular skills, understandings and attitudes than others. We could expect that industrial and commercial enterprises would be more concerned with assisting staff in keeping abreast of changing technology. Teaching institutions are more likely to be involved with the skills of teaching and curriculum development. There are also many other potential organizers of staff development activities such as the various teaching associations and trade unions. As well as the State TAFE authorities the colleges themselves can be major providers for staff development.

An important point that recurs in the literature in this area is the extent to which staff are involved in the organization and development of these activities. Of major concern in discussions of this issue is the question of relevance of activities to the specific needs of staff. When activities are organized by agencies outside the college, with little opportunity for college staff to assist in planning, they may not focus upon the types of problems and issues which are of immediate importance to the staff member. It may be useful therefore to characterize providing agencies also in terms of the extent to which they encourage college staff involvement in the planning and implementing of activities they provide.

The Type of Staff Development Strategy

As in the case of the providing agencies, the possible strategies for staff development are quite varied. Traditionally short courses have been the typical form of staff development activity, especially within the in-service model of training. However recently the range of possible strategies suitable for the further education of staff has extended to include visits to industry and other colleges, conferences and seminars, secondment to other educational institutions and work experience in a staff member's specialist field. College and departmental meetings may themselves be a source of staff development as may regional meetings to discuss educational issues. The role of consultancy both within colleges and between college staff and outside organizations is another example of what is becoming a more acceptable form of staff development activity.

Location of Activities

The location of staff development activities is an important consideration because of its influence upon staff attendance. It is important also for another reason. The location of activities may affect the range of possible outcomes which result. For example, activities located on-site are more likely to take into account contextual factors operative in the college and hence be directed towards a more immediately relevant set of goals. The proponents of such college-based activities argue that the close connection between the further education of staff and their classroom activities ensures maximum effectiveness. By contrast, others would see this as rather restrictive, preventing staff exchanging ideas and developing alternative educational strategies. And of course some of the needs of staff in technical and further education are not likely to be met by a program located solely in the college. As in the case of many points made in the literature on staff development, we feel that one must be extremely wary of generalizing too much from arguments that are basically orientated towards school staff rather than those involved in post-secondary education. The issue of college-based activities will be discussed further, but for the moment it is intended only to draw attention to the usefulness of distinguishing between activities held in colleges and those held at other localities.

The Participants in Activities

The fourth characteristic of a staff development activity is the intended group of participants. Without listing all possible categories of participants it is worth noting that these include teaching and non-teaching staff, part-time as well as full-time staff, and finally both college and head office or branch staff. It is also significant to distinguish whether the activities are directed towards individual staff members, groups of staff members from the same department or across a range of departments, or even whether entire college staff are involved. This has particular relevance to the broader understandings of staff development to which reference has been made, especially those which include departmental and college development.

A listing of the possible characteristics of staff development activities is a useful exercise for two reasons. It is of practical value because it provides a framework for their classification, and this we will do in Chapter 4. However its importance lies foremost in that it raises the very same issue that was seen to underly the various definitions of staff development itself: what constitutes legitimate staff development and staff development activities? For it cannot be assumed that there is consensus within technical and further education, or any other educational system for that matter, that each of the many possible activities characterized above are in fact proper ways for the expenditure of resources. There is likely to be widespread disagreement on both the appropriateness of some strategies and the applicability of the program to various groups of staff members.

Furthermore a classification of possible activities together with a fairly well defined understanding of the purposes of staff development provides one basis for deciding priorities in the design of a suitable staff development program.

The TAFEC Staff Development Program (1977-79)

At this stage it seems useful to examine the recommendations of the Technical and Further Education Commission Report for the triennium, 1977-1979, in regard to both the purposes and types of activities to which the special purposes grant (staff development) should be directed.[1]

That report does not define explicitly the meaning that members of the Commission attached to the concept of staff development. At one point however they state that 'all types of teachers should have access to staff development programs both to raise levels of competence and to overcome the tendency for the wide range of teaching tasks within TAFE to cause a lack of interaction in the work of TAFE institutions'. The report then continues, 'much more needs to be done to develop staff who have a firm understanding of the nature and needs of TAFE' (TAFEC 1976, para 7:14).

This point is taken up again in the discussion of the needs of newly employed staff. When discussing these staff the report suggests that they should be provided with the opportunity to recognize their own educational needs, understand the aims of technical and further education in Australia, develop interpersonal skills and generally gain confidence in dealing with their students. Elsewhere in the report's discussion of staff development we find reference to the fostering of professional contact between teaching and non-teaching staff and the exchange of ideas and experiences between institutions and State systems. Mention is also made of the need for certain staff to become qualified in 'the professional disciplines within education, such as curriculum theory and development or educational psychology' (TAFEC 1976, para 7:25). It seems that only in one instance does the report recommend for current teaching staff the further development of a set of specific competencies and these relate to modern teaching/learning techniques and technology. In fact the report considers that the development of these competencies should be a key part of the program. However no mention is made of the need for the continual updating of knowledge in a teacher's specialist field, although from a reading of earlier reports (e.g. ACOTAFE, 1974) one can assume that this is generally accepted by the Commission.

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[1] Due to the establishment of the Technical and Further Education Council during this period, the former TAFE Commission's report has direct influence only on the funding arrangements for the first year of the rolling triennium, i.e. 1977. The present TAFE Council's advice appended to the Tertiary Education Commission's reports have dealt with 1978 and 1979. However for the purposes of this study comments made in the Commission report provide an adequate description of the intended program at the time of this study.

In brief, while some comments with their emphases on specific job related competencies would suggest a fairly narrow conception of staff development, other comments would indicate this not to be the case. Some of these are noted above, such as the fostering of professional contact between staff and the analysis of one's own educational needs. Both these examples indicate a broader conception of staff development.

The triennial report of the Commission does make some explicit comments on the types of activities it sees as appropriate. With regard to the first defining characteristic, the source or providing agency of the activity, the report emphasizes that agencies outside TAFE should be involved. Particular reference is made to universities and colleges of advanced education, and it is suggested that colleges which provide initial teacher preparation should maintain an ongoing contact with all TAFE teachers. The strategies proposed are basically similar to those described earlier in this section, but with two important additions. These are firstly, staff exchanges with industry and other educational institutions and secondly, further formal study in education for selected teachers. The notion of staff exchange with industry, rather than merely work experience programs for teachers, is a strategy that has been used in the United States, although little information is available concerning its effectiveness. Of course further formal education is a generally accepted form of staff development. However the extent to which the TAFE authorities viewed this as an activity on which staff development funds could be legitimately spent was unclear at the commencement of this study.

There is little explicit discussion about the location of staff development activities except in two instances. Firstly, considerable attention is paid to the establishment of residential staff development centres which could serve a wide variety of purposes including aspects of both initial and continuing teacher education. Secondly, the report recommends that the portion of the staff development program directed to part-time teaching staff should be based largely in the colleges. While no reason is given one can assume that council members believed that part-time staff identify with specific colleges rather than with a particular technical and further education system.

Finally the report draws some important conclusions concerning the participants in the program. It makes clear that the program should provide opportunities for the further education of all teaching and non-teaching specialist staff. It is possible to ascertain some of the priorities within this broad range of staff. Newly employed teaching staff are considered to have particular needs which may be alleviated by a period of induction of up to one month before they take a class. Although recognizing the extensiveness of the part-time teaching force the report suggests that only pilot preparation programs should be initiated for these staff. No particular groups of full-time teachers are afforded any priorities which contrasts to the section dealing with non-teaching specialist staff. Here we find the Commission placing highest priority on the training of library and counselling staff. A final target group highlighted in the report are those staff who have the potential to work in a variety of TAFE head office and institution activities, including teacher preparation courses specifically designed for technical and further education. For the present allocation of resources to the further development of such people as clerical staff has not been recommended.

The summary above attempts to identify the main features regarding staff development contained in the Commission's Report for the triennium which is just concluding. There are few very explicit directions given to the individual TAFE authorities for the expenditure of resources allocated to staff development. It seems that State TAFE authorities are given a fairly free hand at developing a comprehensive staff development program which is suited to their own particular needs. In Chapter 4 we shall detail the programs offered by both the South Australian Department of Further Education and the Victorian Technical Schools Division of the Education Department. This will provide an indication of the typical programs operating in technical and further education throughout Australia.

This chapter on the management of staff development began by considering the various meanings attributed to the concept. A typology involving four defining characteristics was then proposed for examining individual staff development activities. A fifth characteristic would be the purposes to which the activity was directed, and which would be dependent upon the extensiveness of the definition of staff development which was adopted. Like most classifications the one proposed here fails to capture the dynamics underlying the continuing education of staff. This latter aspect of the management of staff development is crucial to the success of any program and deserves further attention.

Management Models for Staff Development

The management of staff development within technical and further education is becoming increasingly important (and controversial) as the system attempts to respond to the changing social, technological and economic climate. For basically the management of staff development is one of control by either educational authorities or individual institutions of particular managerial activities or tasks that are of a regulatory function. In the report on Innovation in In-Service Education and Training of Teachers (OECD, 1978) seven such managerial tasks were identified. These were:

(a) the formulation of aims;

(b) the provision of appropriate financial, logistic and decision-making resources and arrangements;

(c) the specification of broad program content;

(d) the formulation of an accreditation policy;

(e) the evaluation of progress and outcomes of policy;

(f) the dissemination of findings throughout systems;

(g) the promotion of ongoing research into system needs. (OECD 1978:25)

Each of these managerial tasks will operate, to a greater or lesser extent, at each level of the system. In the context of Australian technical and further education it is appropriate to examine these tasks at the national, State and institutional level. It is also conceivable that some may concern the individual staff member. For example, at the national level the formulation of aims and the specification of broad program content is not explicitly a major function of TAFEC. Rather the major managerial task of that body is the provision of appropriate financial resources for State TAFE authorities. However this allocation of financial resources to State authorities is dependent, to some extent at least, upon the States' formulation of their aims, their specification of broad program content and other logistic and decision-making arrangements that characterize the systems. In this way the Council can exert some influence in these areas.

Due to its recent establishment one might not expect the last two aspects of management, viz. dissemination and research and evaluation in staff development to be major functions of the Council. This is not the case in the latter instance. The present study, funded by the Council, as well as the Report on the Formal Preparation of TAFE Teachers in Australia (TEC, 1978b) does indicate the involvement of TAFEC in the task of research and evaluation of national needs in staff development. Indeed the TEC report just mentioned discusses accreditation policy as it could affect initial teacher preparation, though there is no indication that accreditation policy will be extended to activities directed towards continuing staff development.

At both the State authority and the institutional or college level an examination of each of the managerial tasks listed above should prove most informative. In Chapter 4 we will carry out such an analysis as a means of evaluating the policies and structures that characterize the planning of staff development programs and their constituent activities. For the moment however we intend to be less specific and discuss three fairly general and quite different approaches to the overall management of staff and college development.

In the OECD report just cited, the seven managerial tasks are related to three possible change strategies that may characterize innovation - viz. power-coercive, empirical-rational and normative-re-educative. Power-coercive change strategies depend upon the authority of senior administrators to introduce innovation, or in the present case, to influence the further development of particular skills, values etc. of staff. The empirical-rational strategy is dependent upon consultation between senior administrators and staff and appeals on rational grounds for staff participation in in-service programs. Finally, a normative-re-educative change strategy relies upon the emergence of innovation, or a desire for further change, from the staff member himself. Each of these change strategies are evident in the models for the management of staff development that have been proposed by Yorke (1977).

Yorke (1977) examines three such models[1]. These models are based on whether staff development is conceived as fulfilling goals prescribed by the institution and State authority or those of the individual. In the first instance, the continuing professional development of individual staff members is seen in relation to the overall educational plan of the institution or system. Appropriate staff development activities are then designed on the basis of what the system or institution believes to be of greatest need for it to maximize its effectiveness. Alternatively, staff development activities may be designed to meet the felt needs of the individual staff members. Central to this approach is the notion that staff are 'professionals', and consequently must be responsible for their own continuing development. The distinction between each of these approaches may be referred to as an 'institutional management' versus 'staff autonomy' approach and reflects either an 'organizational bias' or a 'personal change' bias (Schipper, 1978).

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[1] We would recommend the short article by Yorke (1977) to the reader. We would also recommend three further references - one a collection of readings (Rubin, 1971), another an article by Henderson (1978) and finally, September issue of Teachers College Record (vol. 80, no. 1, 1978).

The Institutional Management Model of Staff Development

In answer to the question 'What is staff development?' the Association of Colleges for Further and Higher Education/Association of Principals of Technical Institutions Working Party responded:

> We call it staff development; some call it career management; others go one better and call it managerial strategy. But whatever you choose to call it, staff development is primarily part of that much advertized need to make the best use of our resources ... we are all agreed that a college must use its staff as effectively as possible. Therefore it clearly must relate its policy for staff development to its policy for the development of the college as a whole. The former is determined by the latter. (ACFHE/APTI, 1973:3)

The specific aims of staff development consistent with this view relate to improving the current performances of staff, preparing staff for changing duties and responsibilities as defined by the institution and finally providing the basis for their promotion either in their own institutions or technical and further education in general. Each of these aims is the responsibility of the system at both the authority and college level. It is the system's function to make a rational assessment of the situation, thereby identifying specific weaknesses or needs that may reduce its educational effectiveness. A set of aims or goals is developed on which is based a staff development program. After examining the various types of strategies available, suitable activities are prescribed to alleviate such needs. This is followed by an evaluation of the benefits to the institution of the program. Central to this model is a group of senior staff who comprise a staff development board or committee and have responsibility for the management of staff development. This could be likened to a top-down approach and is illustrated in Figure 3.2.

The strength of this model lies in the precision with which each of the seven managerial tasks just described can be implemented. The formulation of aims will be dependent upon the needs of the system, and senior administration staff are in a position to view the overall functioning of the organization and ascertain its needs. Senior management is then able to specify an appropriate program to achieve these aims in accordance with the financial resources it has at its disposal. Where such resources are limited it is able to reassess its aims in order of priorities based upon a clearly defined criterion maximizing institutional effectiveness. In accord with this criterion, programs are more likely to relate to competency-based teacher education. Senior management will also have at its disposal capabilities for the evaluation of programs and the dissemination of outcomes of such programs. Where the criterion is one of maximizing effectiveness in performance, evaluation is more likely to focus upon outcomes that may be operationally defined, such as specific teaching competencies. This results in a tightly constructed, highly objective, evaluation methodology, the

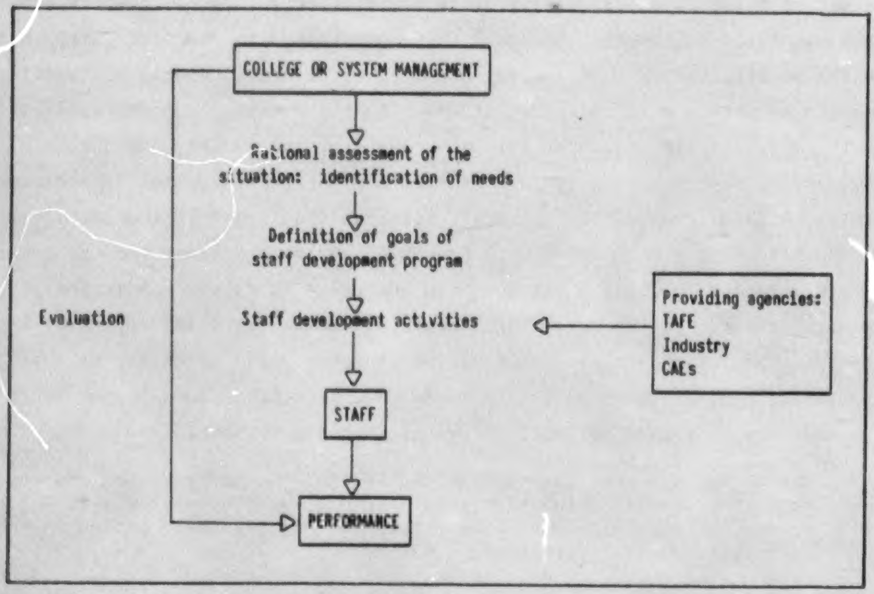
COLLEGE OR SYSTEM MANAGEMENT
Rational assessment of the situation: identification of needs
Definition of goals of staff development program
Evaluation
Staff development activities
Providing agencies:
TAFE
Industry
CAEs
STAFF
PERFORMANCE

Figure 3.2 The Institutional Management Model of Staff Development (adapted from Yorke, 1977)

conclusions of which are readily disseminated for collegial interest and both systemic and public approval.

There are also certain weaknesses with this particular model for the management of staff development. Fundamental to this model is the acceptance on the part of the staff member of the first stage - a rational assessment of the situation by senior management. Staff may not accept such an assessment; indeed they may even reject it. For while it may appear sound to senior management it may not appear so for other staff. The institutional management model, and more specifically the rational assumption implicit in it, fails to acknowledge the extent to which the staff's interests, values, expectations and aspirations affect both their acceptance of the need for a particular staff development program and their participation in that program. The greater the incongruence between the values reflected in the expected direction of educational change and those presently held by staff, the greater the difficulty in developing those skills and understandings amongst staff to ensure such educational changes.

Closely associated with this model are the concepts of staff appraisal and staff career profiles. Staff appraisal is a formal system whereby senior staff or 'line managers' assess staff members' performances in their work against their job specifications. This corresponds to the first step in the model as illustrated. Strategies are then developed to enable the staff member to attain maximum effectiveness. At the moment staff appraisal as a formalized system is found mainly in industry and is not common in Australian technical and further education. There are several reasons for this. A major problem is that staff appraisal, at least in the past, has been more closely associated with promotion and salary than with the continuing development of staff. It has been summative in nature. A further problem relates to the educational criteria upon which staff appraisal is based. What have been seen by administrators as valid criteria for staff appraisal have not been necessarily accepted by staff. The dilemma faced by teachers in regard to staff appraisal is noted by Shinkfield:

> One of the dilemmas facing teachers is their belief that, on the one hand, the appraisal function should lead to professional growth while, on the other hand, it provides a ready weapon for manipulation by administrations. (Shinkfield, 1978:7)

The concept of a career profile for teachers was suggested in a government policy statement in the United Kingdom, the White Paper, Education: A Framework for Expansion (quoted in Bolam and Porter [1976]). The notion of a career profile was an important one. It was an attempt to describe how management viewed the progress of a typical teacher in technical and further education and the types of staff development appropriate to each stage in his or her career. In a sense it represented the application of the institution, or in this case system, management model over the entire working lifetime of the typical TAFE teacher.[1]

As might be expected objections to the concept of a career profile emphasized the prescriptive nature of the notion, and its apparent inflexibility. Bolam and Porter (1976) point out in their discussion on the concept of career profile that 'it should be possible to devise several alternative profiles to indicate how the careers of reasonably typical teachers generate various [staff development] needs'.

It has been noted that the institutional management model is concerned with meeting needs identified by a staff development committee, or senior staff within a college. Those opposing such a process raise two objections. Firstly writers such as Jackson (1971) argue that such models are 'need' orientated and biased towards weaknesses within the system and of teachers in particular. He has referred to these models of staff development as representing the 'defect' point of view and considers that they fail to encourage teachers to develop their own particular strengths. Rather they focus attention upon weaknesses. Secondly, writers such as Yorke (1977) note that the institutional management model does not acknowledge the staff member's own contribution to his or her continuing professional development. Possibly the greatest objection to this model is its failure to accept that as 'professionals' teachers are responsible for their own continuing development. For it is one of the defining characteristics of a profession that its members keep up to date with the latest developments in their specialist fields.[2] By contrast this model treats teachers very much as employees, and insists that the responsibility for further training rests with the employer. This premise underlies the second model for the management of staff development. It has been referred to as the shop-floor model by Yorke (1977), but the term 'staff autonomy' model would seem more suitable.

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[1] Bolam and Porter (1976) include lengthy excerpts from the White Paper illustrating this career profile. It is an important summary of possible career paths for teachers in technical and further education, and would provide valuable insights for those readers involved in staff development.

[2] An excellent discussion on the professionalization of teaching is to be found in Sharp (1974) and Balloch (1974).

The Staff Autonomy Model of Staff Development

In the staff autonomy model the individual staff member is responsible for the recognition of his own needs, having made an assessment of a particular problem situation, either current or in the future. The emphasis is upon a personal assessment of both one's current weaknesses in performance and potential development in skills, understandings and values in areas not directly related to existing performance. The rational assessment of senior management characteristic of the previous model is replaced by the staff member's own assessment. The staff member would then seek to meet those felt needs by utilizing available resources. The choice of resources will be at the initiative of staff, as will the evaluation of the effectiveness of resources utilized. Outside agencies, as well as the college itself, may provide assistance in the teacher's recognition of his own requirements and in further supporting the staff member implement acquired skills and understandings in the educational setting. The important point to note is that senior college management has no influence in the process and external agencies have only an indirect influence.

This model has been illustrated in Figure 3.3, which again is basically the same as that presented by Yorke (1977).

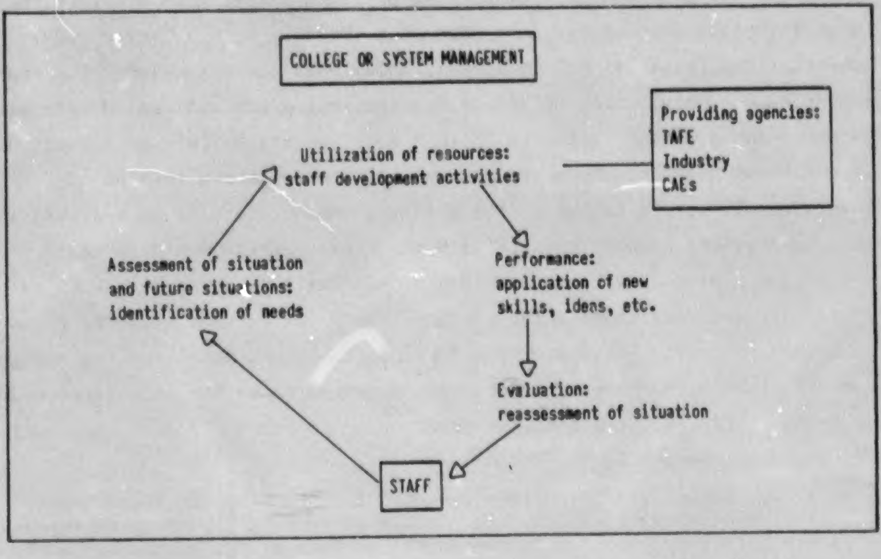
COLLEGE OR SYSTEM MANAGEMENT
Providing agencies:
TAFE
Industry
CAEs
Utilization of resources:
staff development activities
Assessment of situation
and future situations:
identification of needs
Performance:
application of new
skills, ideas, etc.
Evaluation:
reassessment of situation
STAFF

Figure 3.3 The Staff Autonomy Model of Staff Development (adapted from Yorke, 1977)

This management model for staff development is considered more appropriate to the professional character of teaching. Its proponents, such as Jackson (1971) and Thelen (1971), argue that lasting benefits are most likely to accrue from staff development activities when the process is self-initiated because of the increased commitment of staff. Both these writers suggest that the benefits of self-initiated staff development are different in nature than those derived from management directed staff development. They are more likely to be of the sort embraced by the broad understandings of staff development described earlier - both personal and professional growth are the concern of this model of staff development.

Thelen adds a further perspective to the usefulness of this model, one which is a recurring theme throughout this report. We quote from a commentary by Rubin (1971) on the article by Thelen already cited:

> The teacher, he [Thelen] asserts, no longer is driven by the missionary zeal that once was a hallmark of the helping profession. And it is this estrangement from the inner motives of teaching which Thelen believes should be a dominant target of continuing education activities ... he urges that we rekindle the teacher's awareness of alternatives, his interest in the introspective examination of his actions, and his desire for a self-initiated change. In this way we may be able to interrupt the cultural forces that are making teaching more of an "out-and-out occupation" and less of an "almost-profession". (Rubin, 1971:103)

But there are weaknesses in this approach to the management of staff development. Most noticeable is dependence upon the staff members' perceptions of their own requirements, both current and future, and then their planning abilities to meet such requirements. These are not simple matters, particularly as far as technical and further education is concerned. We have already noted that a substantial group of TAFE teachers, for example, may be deficient in teaching skills and knowledge of their specialist field. While they may be aware of a general requirement for further education in each of these areas they may not be aware of their specific requirements. For this they need to rely upon providing or support agencies, such as staff development officers within or external to the college, teaching colleagues or even personnel from industry. It is this reliance upon external agencies which is a problem and which reduces the effectiveness of this model. In many instances staff may not have ready access to skilled personnel able to assist in planning their further professional development, apart from their more experienced, and generally senior, colleagues. This would be typical of the situation in many rural areas. However such colleagues are usually line managers whose role may be more closely associated with the institutional management model of staff development. Skills and attitudes of these staff may not be of the type characteristic of the supportive environment necessary for self-initiated professional development.

A second major weakness parallels one we have expressed with the institutional management model, namely the generation of conflict due to incongruence between the needs of the institution and those of the individual. Similarly with the staff autonomy model of staff development. College staff are unlike many other professionals in that they work together in large groups and are therefore subject to many of the forces which operate in large organizations. It is quite possible that individual staff members, on their own initiative, may develop skills in areas that are not held important by other members of their college or not congruent with the predominant educational orientation of the college. Due to the broad and ill-defined nature of education [illegible]s is more likely than in other fields such as medicine. In these cases conflict between staff may be generated, with a resultant decrease in the educational effectiveness of both the staff and institution.

Other weaknesses in this approach which could be mentioned include a lack of applicability to college development programs and its total dependence upon the willingness of staff to participate in staff development when there are no formal incentives for staff to do so. Finally, it is necessary to raise the twin issues of evaluation and accountability in relation to the precision with which the seven managerial tasks identified previously can be implemented. Staff development, when conceived of at a State or national level, is a very 'open' affair based on the staff autonomy model. The responsibility for many of the managerial tasks rests with individual staff members and one can envisage the diverse manner in which each of these tasks might be carried out. To be perfectly fair it could be expected that many staff would formulate a set of aims for their continuing education and evaluate progress towards accomplishing such aims; some may even see it as necessary to disseminate newly acquired understandings among colleagues. However this makes the process of evaluation of overall State or national programs rather difficult, since the evaluation process remains particular to the staff members themselves, as do the evaluative methods and criteria. It is at this point that staff in technical and further education can be differentiated from other professional groups. Unlike members of the established professions, college staff have access to specific funds for the purpose of their continuing professional development. Proponents of the institution-management model would argue the necessity to evaluate participation in funded staff development activities in order to justify public expenditure. Yorke (1977) in discussing a similar approach to the management of staff development in Further and Higher Education in England sums up this feeling well:

> The massive act of faith required on the part of management to finance this approach to staff development may not be forthcoming, particularly in a harsh economic climate. (Yorke, 1977:166)

Approaches to Management: A Summary

We have described two possible approaches to the management of staff development in technical and further education. Both have their limitations. The first model limits the professional autonomy of staff whilst the latter reduces the integrity of the institution as a whole. Attempts have been made to reconcile these difficulties by constructing managerial strategies that are sensitive to both the needs and interests of individual staff members and the overall needs of the institution or system. In these models the providing agencies, particularly those of the system itself, organize staff development activities that they feel are relevant to both sets of needs; there is also generally the opportunity for staff, through trade and teaching associations, and senior management, to influence the types of activities offered. In this way staff maintain their professional autonomy and are free to select those activities which they believe are in their best interests. The assumption is, of course, that when confronted with activities that are thought to be important by the providing agencies and senior management staff may also see the need to attend such activities. As a result both institutional and individual staff needs are met.

A further feature of these approaches to the management of staff development is the expected collaboration between senior management and staff. The intention is to discuss what each sees as their respective needs and plan accordingly. However this process is fraught with difficulties. Effective communication between senior management and individual staff members only occurs after a framework for that communication has been established. This does not simply mean some organizational procedures. What is required is a set of understandings about the continuing professional development of staff that is shared by all concerned and which, for both parties, adequately defines the process. Until this state of consensus is reached then the management of staff development will move in either of the two directions reflected by the two models already described. Once a common understanding of staff development is established then it may be possible, and we use the world 'may' advisedly, to design a program catering for both institutional and staff needs. The fragility of this process is further emphasized in a period of restricted funding.

Figure 3.4 illustrates the collaborative model for the management of staff development. Staff members and senior management assess the needs of the institution and staff. Following discussion of these perceived needs, agreement upon the relative priorities attached to each is reached. Staff then participate in staff development activities pertinent to those areas of staff development felt most important. While these activities are organized by agencies external to the college, both staff and senior management have the opportunity to influence the types of activities offered. Evaluation of program outcomes is the responsibility of staff participating in the program as well as that of senior management. Judgments made about the effectiveness of the program, or a staff member's attendance at a particular activity, result from joint appraisal rather than from benefits or deficiencies perceived by either participants or senior management. The collaborative approach to the management of staff development seems the most relevant to the present situation in Australian technical and further education, where staff possess considerable autonomy and senior management is formally responsible for the management of the staff development program.

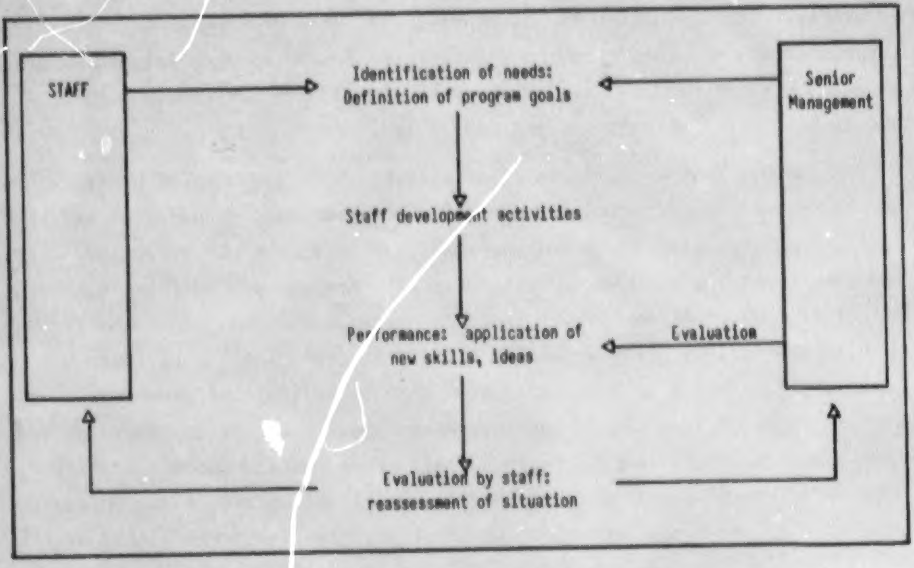
STAFF
Identification of needs:
Definition of program goals
Senior
Management
Staff development activities
Performance: application of
new skills, ideas
Evaluation
Evaluation by staff:
reassessment of situation

Figure 3.4 The Collaborative Model of Staff Development

There remain many aspects of the management of staff development which we have failed to mention. Some of these will be discussed in later sections. For the moment this outline of the elements and processes of staff development is sufficient to enable a focusing upon those strategies appropriate for its evaluation. Many of the issues raised have direct bearing upon such strategies. The breadth of definition of staff development held by various levels of the system implies a diversity of evaluative criteria, some of which may not be seen as legitimate by other sections of technical and further education. The wide variety of possible activities on which to base the further education of staff emphasizes the need to evaluate their relative effectiveness in regard to an equally wide range of staff development outcomes. The managerial tasks which we have identified all contribute to the success or otherwise of the program and are relevant to its evaluation. Above all the identification of an appropriate management model for the continuing education of staff in technical and further education must be considered as a precursor to the construction of a methodology to evaluate staff development programs.

CHAPTER 4

A DESCRIPTION OF TWO STAFF DEVELOPMENT PROGRAMS

The report to this stage has described rather generally the management of staff development in technical and further education; only minor reference has been made to the Australian situation. The purpose of this chapter is to examine, by means of secondary data, the management of staff development in two Australian State TAFE systems. It represents a necessary stage in the development of an evaluative methodology. Such a process indicates many of the contextual variables that may be peculiar to technical and further education in Australia and which may influence the continuing professional development of staff.

The framework used to organize the descriptive data encompasses the seven policy management tasks mentioned in the previous chapter. These are:

1 the formulation of aims;

2 the provision of financial, co-ordinating and decision-making resources and arrangements;

3 the specification of broad program content;

4 the formulation of an accreditation policy;

5 the evaluation of progress and outcomes of policy;

6 the dissemination of findings throughout the system;

7 the promotion of ongoing research into system needs.

Firstly, the Victorian Technical Schools Division staff development program is considered. This is treated at both the State and college level. The staff development programs of the South Australian Department of Further Education is then discussed, but only at the State level as insufficient secondary data was available for the purpose of a college level analysis.

Staff Development in Victorian Technical and Further Education

The staff development program in Victorian technical and further education is decentralized. Colleges possess considerable autonomy in implementing policy for the continuing professional development of their staff. However the major responsibility for the formulation of policy resides with a central staff development standing committee (SDSC). This committee represents various interests from both within and outside the system and is directly linked to the Division of Teacher Education as well as the Technical Schools Division. Although the committee may differ slightly from year to year it generally consists of:

- The Assistant Director of Technical Education (TAFE Curriculum and Operations)
- A member of Board of Inspectors, Technical Schools Division
- A nominee of Director of Teacher Education
- A nominee of TAFE Services, Planning Services Division
- A nominee of State College of Victoria at Hawthorn
- A TAFE principal nominee
- A non-teaching staff nominee
- Two teacher nominees
- A college staff development officer nominee
- two persons nominated by the Director of Technical Education for their interest, involvement, and/or expertise and their ability to contribute to the advancement of staff development
- a nominee of the Council of Adult Education
- a nominee of the Department of Agriculture

This committee has produced a detailed policy statement (TAFE Policy Statement, 1979) which provides a useful basis for discussing the seven policy management tasks which were identified in the preceding chapter. It is worth noting that the policy statement results not only from the deliberations of the standing committee but also reflects contributions made by colleges. Each of the managerial tasks will now be considered in the light of this policy statement to give an indication of how the staff development program is organized at the State level. A description of the management of staff development at the college level will then follow.

The Management of Staff Development at the Victorian System Level

1 Formulation of aims at the State level

A variety of possible definitions for staff development has been noted in Chapter 2, some being rather narrow and others quite broad. The following definition provided by the standing committee clearly reflects the broader views of staff development:

> Staff development is a concerted, consistent and continuous process that increases the ability of each person to function both professionally and personally, with the overall aim of improving the quality of technical and further education. (TAFE Policy Statement 1979)

Within this broad definition are a number of important points. Firstly, there is the notion that staff development is an ongoing process as far as the staff member is concerned and not a process that is needed at various, often indeterminate, points in the staff member's career. Implicit in the definition is an understanding of staff development that is proactive, rather than retroactive, and one that is more closely associated with a growth model rather than defect model of staff development.[1] Secondly, staff development is concerned with both the professional and personal abilities of staff. At a later point the policy statement elaborates on what is meant by personal development and, for example, includes the development of both communication skills and interpersonal relationships. It has been deliberately left quite open as to what constitutes legitimate staff development by the standing committee since it believes that such decisions should be taken by individual colleges. However, and this is the third point, there is the assumption that further development in abilities and attitudes should lead to an improvement in the quality of technical and further education; it should not result merely in the enhancement of the individual staff member.

The specific aims of the State staff development program can be interpreted within this understanding of staff development. Four specific aims are listed by the standing committee. These are:

> (a) to raise the ability of individuals to manage their own professional and personal development;
>
> (b) to improve the ability of individuals to diagnose problems and work towards their solution;
>
> (c) to improve the functioning of individuals within groups. Such groups can be defined as teaching departments, colleges, regions, curriculum and special interest areas, or the system generally.
>
> (d) to improve the ability of individuals to cope with change, and especially to adjust to the changing requirements of TAFE. (TAFE Policy Statement 1979:5)

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[1] See for example Jackson (1971).

It is clear that the specific aims of the program remain at a fairly general level. The first aim, and possibly the second, relates to the management of staff development. It suggests that the standing committee envisages the management of staff development approaching at least in the longer term the staff autonomy model described earlier. At the same time the committee recognizes in the third aim the importance of organizational processes at the various levels of the system, and the necessity for programs to be directed towards their further development. The possible incompatability between these aims has already been noted. A noticeable omission from the specific aims is a consideration of the more typical staff needs of either the professional or personal kind. Instead they are included in the rather general context of the last aim and then examined later in the policy statement. But even then only management and administrative needs are directly specified as requiring immediate support (TAFE Policy Statement 1979, paragraph 7.6d).

There are a number of important aims not explicitly stated but which can be derived from a reading of the entire policy statement. Two should be mentioned. The first is to encourage colleges and technical schools to demonstrate greater initiatives in staff development and broaden the availability of staff development opportunities to all their staff. The second is that there should be a more systematic and planned organization of staff development in the TAFE institutions. It is interesting to quote the rationale behind this latter objective:

> Evidence of a systematically planned and executed staff development program will be increasingly important in sustaining the level of funding under the States Grants (Tertiary Education Assistance) Act. (TAFE Policy Statement 1979, paragraph 12.6).

This is similar to the justification used by those who argue for the senior management model of staff development. Again this raises the difficulty of designing a systematically planned program which fosters the ability of staff members to manage their own professional development.

In summary the understanding of staff development used at the State level incorporates both the professional and personal needs of the staff member and the organizational or corporate needs of the college or technical school. The specific aims of the program reflect this breadth of definition and also emphasize the role of the staff member in his or her own professional development

2 Financial, co-ordinating and decision-making arrangements

Recommendations to the Director of Technical Education for the distribution of funds granted by the Tertiary Education Commission for staff development to the Victorian Technical Schools Division are the responsibility of the staff development standing committee. In particular these recommendations are concerned with the balance between the college and technical school programs and centrally supported activities. Table 4.1 provides a summary of the approximate allocation of funds by the committee for the 1978 program.

The balance seen in these figures is typical of the distribution of funds in recent years. It should be noted that the non-teaching program referred to in the table is the responsibility of a standing committee working party which includes a non-teaching representative. Other opportunities exist for non-teaching staff in the normal college-based programs. The machinery for the distribution of funds to both college-based programs and centrally-supported activities is as follows:

Allocation of funds to colleges/schools. The allocation of funds to colleges and technical schools is based 'upon a variety of factors, including scope and scale of TAFE operations, evidence of purposeful use of previous grants and ability to expend those grants, and special needs in exceptional cases' (TAFE Staff Development Instruction Document 1978/3). Colleges are requested to make submissions for such funding, stipulating the anticipated staff development program for teaching staff, non-teaching staff, part-time teachers and proposed college-initiated and centrally-initiated activities. In addition they are also asked to include anticipated details of costing and the proposed number of staff participating. For the 1978 staff development program the colleges were asked to submit a minimum program and an optimum program. The minimum program was to be based upon the previous year's level of funding plus indexation, plus an expected increase of five per cent. The optimum program was intended to more closely reflect the needs of the institution.

The submission presented by the colleges and technical schools for the 1978 staff development program varied greatly in both scope and detail. In addition not all institutions applied for staff development funding. Of 68 institutions eligible for funding, 15 institutions failed to make an application, 12 of which were technical schools. Those institutions which did not make an application still received an allocation of staff development funds. In one case the lack of an application from a technical school was

Table 4.1 Allocation of Funds for Staff Development in Victoria - 1978

	Amount allocated	Percentage of total allocation
	$	
Colleges and schools with TAFE components	230,000	64.2
Centrally-supported programs for non-teaching staff	20,000	5.6
Council of Adult Education	12,000	3.4
Central programs, administrative costs[a], TAFE personnel without access to college/school grants and Standing Committee commitments	90,000	25.1
Contingency reserve[b]	6,000	1.7
	358,000	100.0

[a] Includes salaries for printer (full-time), typist (full-time) and administrative assistant (part-time).

[b] For the year 1978 this was given as a supplementary grant to colleges to meet additional demands that were considered of high priority by the executive of the standing committee (staff development).

quite deliberate: the senior management of the institution believed that there had been too much emphasis on staff development in the preceding years and that this was an attempt to reduce further disruption to the school curriculum. Evidently staff development was not seen as a continuous process. No information was available on the other non-applicants but we assume that in most cases it was an oversight. This issue raises the interesting question of whether institutions which do not apply for funding should receive funds. The argument to justify their allocation is that by infusing funds, even unwanted funds, that are tagged to specific purposes into the institutions, then the funds may well be used by staff who are interested. Of course this is dependent upon the 'grass-roots' staff having access to staff development circulars and other information, the distribution of which may still be curtailed by senior management.

It would appear that the most important basis on which funds are allocated is the size of the TAFE institutions, rather than specific needs that may characterize their functioning. The nett effect of this has been that colleges have been allocated funds which, allowing for adjustments mentioned above, are roughly comparable over the 1977-1979 period. This therefore makes the major purpose of the submission one of forward planning for the institution rather than as a basis for distribution of staff development funds.

A detailed examination of these submissions is presented in the section dealing with the management of staff development at the college level.

Allocation of funds for centrally-supported activities. The allocation of funds for centrally-supported activities is also based upon calling for submissions. Central funds are available to organizers of State-wide activities, such as subject associations and subject standing committees. They are also available to participants in such activities who do not have access to college or technical school funds. Individuals who wish to obtain central support for overseas study tours also make application to the standing committee for funding, and in Chapter 6 we detail the information required in that application.

In brief, the staff development standing committee receives submissions from individual colleges and technical schools for the funding of the college- and school-based programs. The committee also receives submissions from organizers and intending participants of activities requiring central support. It is the role of the executive[1] of the standing committee to examine these proposals and recommend accordingly to the standing committee. Since most applicants have the opportunity to discuss their submission with the executive officer (staff development) prior to application, few submissions are rejected by this committee.

Other decision-making and co-ordinating arrangements. The staff development standing committee is also responsible for making policy recommendations on a wide variety of staff development issues. Of high importance are its policy recommendations on particular staff development strategies such as overseas study tours, return to industry, staff exchange, staff leave and more recently, interstate travel. The committee has already formulated policy on some of these; for others, such as industrial leave, policy is still at the working party stage. Furthermore the staff development standing committee is empowered to make recommendations on the operation of the TAFE staff development support unit to the Director of the Technical Schools Division.

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[1] The executive during 1978/79 consisted of the executive officer (staff development), and the two representatives of the Technical Schools Division and the Division of Teacher Education.

Possibly the most important function of the standing committee is its co-ordinating role between the various facets of the program. This could more properly be described as its 'developmental' function, and includes the obvious co-ordination between centrally-supported and college-based programs. It also sees as its responsibility a co-ordination between these staff development programs and programs initiated by other sections of the Technical Schools Division, such as TAFE services.

This concludes consideration of the major funding and decision-making arrangements that characterize the staff development program at the State level. A third major managerial task is the specification of program content.

3 The specification of the breadth of the program

The specification of broad program content occurs both directly and indirectly. Direct specification of content may result from two sources.

The first is through the role of working parties established by the standing committee. For example, the Management/Administration working party, after an assessment of staff development needs in management and administration for senior staff, has organized during 1979 a series of short courses relevant to those needs. The Needs/Priorities working party have been examining strategies for the further development of organizational or college processes. Two other working parties have been involved with more basic aspects of the teacher's professional development. The first has been developing a structure for mini-courses dealing with objectives-writing, programmed instruction and mastery learning. The second is currently investigating industrial leave as a strategy for keeping up to date with specialist knowledge.

It is clear that the range of content areas with which working parties have been involved is extremely broad and is congruent with the definition and aims of staff development specified in the 1979 policy statement.

The second is in the types of activities that are centrally supported. A total of 73 activities for teaching staff were centrally supported during 1978. Of these 41 were activities that involved groups of teachers attending seminars and workshops. The remainder concerned individual staff wishing to attend conferences, both intra- and interstate, or undertake overseas study tours. The focus of these activities was not narrow. Although most of the group seminars and workshops concentrated upon teaching skills and specialist knowledge related to specific components of the syllabus, activities proposed by individuals tended to be far more broad ranging. One activity worth noting was the funding of a technical school's evaluation of its first six years. In this instance the further development of staff was coincidental with the explicit objective of the activity.

Eleven different centrally-supported courses were made available during 1978 to non-teaching staff for their further development. To indicate the wide coverage of these courses a full list of topics is included:

- Basic accounting for school administration
- Law for everyday business
- Basic office skills
- Meeting preparation and minutes
- Telephone techniques
- EDP course for administrative personnel
- Computer accounting
- Public speaking
- Public relations
- Typing techniques
- Technical schools administration course

The breadth of program content which is evident in centrally-supported activities is similar to that dealt with by standing committee working parties. The standing committee also indirectly influences the breadth of programs at the college level. At a time of limited funding, colleges and technical schools are more likely to focus upon program content that is more basic to their functioning. Needs that are not of immediate relevance are likely to receive a lower priority. A further influence upon the breadth of program content adopted is the requirement of half-yearly accountability statements from each college and technical school. These provide the standing committee with the opportunity to examine the types of programs operating at the college level. The impression one gains from the standing committee is that all, or at least nearly all, activities listed in these accountability statements are considered legitimate forms of staff development.

4 The formulation of an accreditation policy

Currently the Victorian Technical Schools Division has no policy concerning accreditation for attendance at staff development activities. No working party has been established for this purpose, nor have any individuals been funded to examine its implications. From discussions with the executive of the standing committee it appears that the committee does not see accreditation or the pursuit of formal qualifications as relevant to its current program of staff development.

5 The evaluation of progress and outcomes of policy

The possibility for a systematic evaluation of the staff development program at the State level is limited to two sources.

The accountability statements provided by the colleges and technical schools are a source of evaluation data. In particular these reports ask colleges and schools to state program policies, priorities and methods used to evaluate programs as well as a qualitative statement concerning each activity. However little guidance is provided to those completing the accountability statements and this clearly reduces their usefulness. So far these data have only been used as a basis for rather informal evaluations of the overall staff development program.

Secondly, there is systematic evaluation of centrally supported seminars and workshops. In making submissions to the staff development standing committee organizers of such activities are asked to indicate the proposed method(s) of evaluating the effectiveness of the activity. Organizers are also given assistance in this regard by the staff development support unit. The executive officer (staff development) estimated that nearly all organizers completed some form of program evaluation. It should be noted that most of these evaluations focused upon immediate program outcomes and teaching/learning processes inherent in the activity. The evaluation reports are fed back to subject area standing committees etc. and are not used in an overall evaluation of the centrally-supported staff development program.

6 The dissemination of findings throughout the system

The staff development standing committee has little influence over the dissemination of information derived from college-based programs. However it does have considerable responsibility for the dissemination of information from a number of centrally-supported activities. For example, in applications for interstate travel, applicants must indicate 'the means by which an evaluation of the experiences will be made available to other teachers and the TAFE system in general' (TAFE circular No. 11, 2/1978). In practice however most of the responsibility for the dissemination of information after the activity rests with the individual. A similar comment can be made in regard to overseas study tours. What does occur is that a listing of all reports held by the executive officer (staff development) is included in the staff development circulars to all colleges and technical schools. A major limitation of this form of dissemination strategy is that teachers may not see the circulars or not realize a report's relevance due to the generally short captions by which reports are described.

7 The promotion of ongoing research into system needs

The 1979 policy statement of the standing committee acknowledges the importance of clarifying the needs and priorities of TAFE staff throughout the State and recommends ongoing research for this purpose. It can reasonably be expected that such research will be the major aim of a series of activities which the standing committee has referred to as special investigations.[1]

A major piece of research carried out so far has been the evaluation of the needs of senior staff in TAFE, with particular reference to managerial and administrative needs. This study was commissioned by the standing committee, implemented by Professor Mackay and his colleagues of Monash University, and may be regarded as an extremely important input to policy formulation. This study will be discussed in Chapter 6.

Other notable research has been in the field of organizational development and in the analysis of the needs of part-time staff and factors affecting their teaching. Each of these studies was implemented by working parties of the standing committee but has obtained major inputs from external groups such as the State College of Victoria (Hawthorn) and TAFE services.

Obviously the importance of ongoing research into the many aspects of staff development is not underestimated at the State level and there appears a growing commitment in this area. However it would seem that at least in the short term most major research activities will be undertaken by external research organizations, State College Hawthorn and TAFE services, and funded by the standing committee.

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[1] The relevant section of the policy statement is as follows:

> Special Investigations: This involves investigations of specific matters of interest and concern to TAFE in this State. (TAFE Policy Statement, 1979)

This concludes a discussion of the seven major managerial tasks of the Victorian staff development standing committee. The next section will explore the extent to which each of these tasks operate at the college level.

The Management of Staff Development at the Victorian College/School Level

In order to gain an overall impression of how colleges and technical schools manage their staff development programs an extensive examination of two documents was carried out. These documents were (1) the submissions for funding for 1978 and (2) the half year accountability statements for that period. Each of these has been already referred to in the previous section. It seemed appropriate to consider documents pertaining to the 1978 college year as they could most likely provide valuable contextual information for the major data gathering phase of this study later in the year.

Not all colleges and technical schools did in fact complete the funding submissions and the half year accountability statements. It was noted earlier that 15 of the 68 institutions eligible for staff development funding failed to make the relevant submission. In the case of the accountability statements only 44 of the possible 68 had been returned to the Technical Schools Division within a reasonable time of the due date. Notwithstanding, these responses provided an adequate sample for exploratory purposes in this study. The documents gave some insights into the conduct of a number of managerial tasks in a broad range of colleges and technical schools, even if the sample was not entirely representative of the total population. They were particularly useful in regard to the types of aims which guided the programs, the criteria used to allocate funds, the breadth of program content and the overall decision-making arrangements in the institutions. Some information was provided about the dissemination of information derived from activities and the evaluation of those activities; however both accreditation policy and the promotion of ongoing research would not seem relevant managerial tasks at the college/school level. Finally, it should be pointed out that where comparisons are made between the data derived from the two documents, the samples of colleges and technical schools providing these two sets of data are the same. That is we have presented analyses of only those submissions for funding from the 44 colleges which forwarded accountability statements. Prior comparable analyses indicate that there were no apparent differences indicated between the data of this reduced sample and that provided by all colleges and technical schools which completed funding submissions.

At the college and technical school level the policy formulating body is usually a staff development committee. This is the opinion of the executive officer (staff development) and is evident from an examination of the accountability statements. Eighteen colleges/schools indicated that policy and funding decisions were formulated by a staff development committee. Four stated that such decisions were the prerogative of a group of heads of department and four institutions had designated a particular staff member to control the staff development program. It was not possible to deduce the decision-making arrangements in the remaining colleges and technical schools which had completed accountability statements. However it should be noted that 17 colleges within the Technical Schools Division do possess an education services officer or staff development officer whose role includes one of program co-ordination.[1] How then do those in charge of staff development at this level of the system implement each of the managerial tasks?

It should be stressed that the documents were not designed for the purpose to which they were put in the present study. This necessitated, on the part of the researchers, a fairly subjective assessment of the documents within a framework developed independently of those completing them.

1 The formulation of aims

Twenty six of the colleges and technical schools which returned half year accountability statements indicated the aims that had been adopted for their staff development program during 1978. This was in response to a general question asking information about the college/school policy and priorities when allocating funds.[2] Table 4.2 summarizes the major aims mentioned.

Clearly the overall thrust of the staff development programs in these colleges was directed to the teachers' improvement of classroom practices. A feature of some programs was the emphasis upon educational administration skills for both senior teaching and senior non-teaching staff. A notable omission from the aims listed in Table 4.2 was any explicit aim related to 'junior' non-teaching staff and their continuing development. One final

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[1] The role of education services officers will be discussed in Chapter 5, which deals with the specific staff development needs of these

[2] Appendix 1 contains a copy of each of the documents which were examined.

Table 4.2 The Major Aims of each College and Technical School Staff Development Program

Possible aims of staff development	Number of colleges/schools which indicated this as an aim
Skills directly related to teaching	20
General educational development (not directly related to current teaching)	10
Skills in educational administration	6
Skills in organizing a staff members own staff development	2
College (organizational) development	4
Other	3

point in regard to the formulation of aims should be mentioned. Very few colleges or technical schools presented a specific set of program aims but rather most indicated their aims at a very general level. The usefulness of the item on the accountability statement to either the staff development standing committee or the college/school itself is therefore open to question.[1]

2 Financial, co-ordinating and decision-making arrangements

The criteria on which funds are distributed to staff for their continuing development are extremely varied among the thirty colleges and technical schools which supplied relevant data. Some of these criteria are purely mechanical and without reference to a desired set of outcomes. For example, four of the institutions divided the funds between departments on the basis of number of staff and three others based the distribution on each department's share of funds in the past. Some of the criteria involved an estimate of the extent of change likely to result at the teacher, department and college levels - 16 institutions mentioned this as a criterion. Within this criterion was the idea that funds should be directed to those activities which would provide the maximum benefit to the greatest number of staff. A few colleges indicated a preference for activities initiated and organized within the college as they believed these were more likely to produce widespread benefit. By contrast, some of the smaller institutions placed reliance upon centrally-supported activities as they themselves lacked sufficient expertise to implement courses and numbers of staff to make such courses a worthwhile proposition.

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[1] The executive officer (staff development) has stressed that the purpose of this item on the accountability statement was to encourage colleges and schools to establish program goals. This has been a new experience for them and he feels that the accountability statements dealing with 1979 have indicated a considerable improvement in the colleges/schools ability to specify program goals.

Requests for funding for staff development programs based upon these sorts of criteria and the above mentioned aims amounted to $331,554 from 29 colleges and $79,715 from 24 technical schools. This was equivalent to average requests of $11,432 and $ 5916 respectively. A summary has been provided in Table 4.3 of the amount of funding requested for staff development programs in 1978, together with a summary of the amount of funds allocated for this purpose. An amount of $183,400 was allocated to all colleges (average : $5916) and $46,600 to all technical schools (average : $1294).

Table 4.3 indicates that wide discrepancies existed between the amount of funding requested and the amount allocated. However such discrepancy was not evenly spread and many colleges and technical schools requested funds according to the guidelines suggested by the staff development standing committee. In contrast, other instituions requested more than twice their previous year's allocation, and one institution requested thirteen times that amount. Evidently these institutions either did not take the guidelines seriously or else the decision-making arrangements within the institutions were not consistent with such guidelines.

Staff development activities that comprise these programs can be usefully characterized along a number of dimensions. These are (1) organizer of activity, (2) type of participants, (3) content or specialist field, (4) major aim of activity, (5) type of activity, (6) location of activity, (7) number of participants attending activity, and (8) cost of activity. Some of these characteristics are more suited to a description of the specification of program content and hence are discussed in the next section; others are more relevant to the criteria discussed above and are considered here. Data concerning individual staff development activities were provided by both documents. Firstly, the submissions for funding suggested the types of activities which those in charge of staff development thought appropriate for the 1978 college year. Secondly, the accountability statements

Table 4.3 The Amount of Funding Requested by Colleges/Schools for Staff Development in 1978 and the Amount of Funding Received for this Purpose

Amount of funding $	TAFE colleges		Technical schools	
	No. requesting this amount	No. granted this amount	No. requesting this amount	No. granted this amount
0 - 499	-	-	1	4
500 - 999	-	-	2	9
1000 - 1999	-	3	9	18
2000 - 2999	3	2	5	3
3000 - 3999	1	7	3	1
4000 - 4999	4	4	1	1
5000 - 9999	4	10	-	-
10,000 - 14,999	9	4	3	-
15,000 - 19,999	4	0	-	-
20,000 +	4	1	-	-

indicated the types of activities which actually occurred in the first six months of that year. Both sets of data are reported.

Organizer of activity - centrally supported or not? This question appeared logically to be the first to ask since one of the characteristic features of the Technical Schools Division staff development program is its balance between a centrally-supported set of activities and a college-initiated program encompassing activities provided by a wide variety of organizations and personnel. Table 4.4 summarizes both the submissions for funding and the accountability statements in this regard.

It is quite difficult for colleges and technical schools to assess in any detail what funds they may require for centrally-supported activities in the following year. This is because at the time institutions make their applications for funding the program for centrally-supported activities has not been finalized.

Colleges and technical schools were also asked in their accountability statements to state whether the activities were college organized or externally organized. This latter category would of course include the centrally-supported activities described above. Twenty five per cent of activities were organized by the college and seventy three per cent initiated externally by industry, teaching associations and other organizations.

Table 4.4 The Characterization of Staff Development Activities According to Whether They Were Centrally Supported or Not

Support for activity	% activities in submission (N=672)	% activities in accountability statement (N=385)
Centrally-supported activities	13.4	9.4
Non-centrally-supported activities	86.0	87.0
Unspecified	.6	3.6

Participants of staff development activities - 'target users'. One of the major decisions a staff development committee must make is who in the institution is eligible to attend activities and to whom will funds be allocated for that purpose. Most of those in charge of staff development would agree that all categories of staff are eligible to attend staff development activities. It is interesting therefore to examine the extent to which each of these categories are represented in the proposed and actual programs. Information about this issue is contained in Table 4.5.

The rather high number of 'unspecified' activities in the accountability statements is a result of some colleges and technical schools listing activities at an extremely general level (even though the names of participants might have been included). Included in Table 4.5 is the percentage of TAFE staff employed by the Technical Schools Division for each of the three major categories at the end of 1977. It is apparent that while there is a substantial group of part-time lecturers employed, the college staff development committees do not consider this group to be of high priority in the planning and implementation of their programs. Alternatively, those committees might feel that part-time staff are unwilling to participate in the staff development program.

It is also of interest to examine the specialist fields of those attending staff development programs. In Table 4.6 are listed the percentage of activities attended by staff members of each of the major teaching fields and non-teaching areas. Where appropriate we have also included an estimate of the percentage of staff in each of these specialist areas in the TAFE sector of the Technical Division. This estimate is based upon the number

Table 4.5 Participants in Staff Development Activities Grouped According to Their Role in the College/School

Category of participant	% of activities in submission (N=672)	% of activities in accountability statements (N=385)	% of TAFE staff employed by the Technical Schools Division in 1977 (TEC Statistics 1978)
Full-time teaching staff	84.2	67.6	48.9
Part-time teaching staff	0.4	-	36.9
Newly inducted teaching staff	0.3	0.3	-
Non-teaching staff	9.9	13.7	14.2*
Teaching/non-teaching staff	1.5	0.5	-
Unspecified	3.7	17.9	-

* This figure does not include part-time non-teaching staff.

of student enrolments in each of the categories for streams 1-5 at the end of 1977 (TEC Statistics 1978), and which provides the basis for college and technical school staffing.

Staff from almost all specialist fields of teaching are represented in both the proposed programs and those which were implemented. Unfortunately the rather large amount of missing data in the accountability statements severely limits the direct comparisons which can be made between the first two columns of data and between the second and third. However it is fairly clear that staff representation, as defined by their area of specialization, in the funding submissions closely parallels their representation generally in technical and further education. There were two marked exceptions to this. In both the fields of business studies and general studies the number of participants in proposed staff development activities appears disproportionately low. Although it could be expected that a large number of the unspecified category might be related to these fields, this would not entirely explain the discrepancy.

Number of participants attending the activities. It was decided to examine the number of participants at each of the proposed and implemented

Table 4.6 Participants in Staff Development Activities Grouped According to Their Area of Specialization

Area of specialization	% of proposed activities with participants from this area (N=672)	% of activities with participants from this area (N=385)	% of staff employed in this specialist field*
Applied Science	2.8	5.5	5.8
Art and Design	4.2	1.8	2.7
Building	12.2	6.5	11.5
Business Studies	5.7	4.9	18.1
Engineering	32.7	16.1	30.7
Rural and Horticulture	2.7	3.9	2.7
Music	0.1	-	.2
Paramedical	-	-	0.1
Industrial Services	4.0	4.2	4.7
Personal Services	4.8	8.6	2.8
General Studies	3.3	7.5	20.6
Administration	4.0	5.2	not available
Educational Services, Library	5.8	7.0	not available
Other	2.8	1.7	-
Unspecified	14.9	27.3	-

* In effect this refers only to teaching staff.

activities. This is relevant to a number of issues. For example, there is a suggestion in the literature about staff development that staff members who attend the same activity are able to gain support from each other on returning to the college situation, thereby facilitating the introduction of ideas and skills learnt from the activity. At the organizational level the number of staff attending an activity can be related to the flexibility of departments in their release of staff for staff development purposes. A shift in focus between the planning phase and the implementation phase of the 1978 program is evident from an inspection of Table 4.7. One reason could be that when departments are faced with staff requests to attend activities, their organizational procedures are not as flexible as is suggested from an examination of the submissions for funding. Staffing provisions might not allow more than one staff member from a department to attend a staff development activity.

Table 4.7 The Number of Participants Attending Staff Development Activities in 1978

Number of participants	% of proposed activities with this number of participants (N=672)	% of activities with this number of participants in accountability statements (N=385)
1	19.8	54.3
2 - 5	35.5	29.1
6 - 10	12.6	5.7
11 - 19	8.0	1.8
20 - 29	5.2	1.0
30 - 49	1.0	2.1
50 - 100	3.0	1.3
100 +	.9	-
Unspecified	14.0	4.7

The costs of individual activities. Cost is another important characteristic of a staff development activity as it directly affects the breadth of coverage a program may adopt during a period of limited funding. Table 4.8 is a summary of the expected costs per activity for those activities in the proposed programs together with comparable details for the activities undertaken in the first half of 1978.

Table 4.8 Cost of Staff Development Activities in Both the Submissions for Funding and the Half Year Accountability Statements for 1978

Cost ($)	% of proposed activities with this cost (N=672)	% of activities with this cost (N=385)
< $100	23.5	72.2
100 - 299	39.1	15.6
300 - 599	18.5	6.0
600 +	15.3	2.0
Unspecified	3.6	4.2

Location of activity. The location of a staff development activity is an important characteristic for several reasons. Firstly, those activities which occur at a substantial distance from the staff member's college or technical school are likely to cause greater disruption to the organization and the individual staff member. To compensate one might expect greater and possibly different benefits in return. Secondly, there is a large group of educators (e.g. Eraut, 1972) who believe that college-based activities, i.e. activities occurring within the college organization, are more likely to result in enduring outcomes. However the applicability of this proposition to the sorts of outcomes relevant to technical and further education is untested. Table 4.9 outlines the characteristics of both the proposed activities and those which actually occurred in regard to their location.

With many of the activities it was extremely difficult to be specific about the location of the stated activity. This was particularly true in the assessment of those activities comprising the proposed programs, as the researchers were less certain, at that stage of the study, of the precise nature of many of the activities listed. However it is reasonable to assume that the great majority of activities listed as unspecified was either college-based or local, and more likely the latter.

It is apparent from an examination of both documents that the appropriate locality for staff development activities will differ according to the type of institution. For example, the submission for funding and the accountability statement of a particular mono-purpose college can be summarized as follows:

Anticipated activities in 1978

(a) Specialist Conference, Sydney
(b) Specialist Conference, Sydney
(c) World Congress 1978, Singapore
(d) Teachers Association Conference, Sydney
(e) Seminars to be arranged

Activities which occurred in first six months of 1978

(a) Training Course, Sydney
(b) Seminar (local)
(c) Residential Conference (intrastate)
(d) Short Course (local)
(e) Specialist Conference, Sydney
(f) Specialist Conference, Sydney

Table 4.9 The Location of Activities Described in Both the Submission for Funding and Accountability Statements

Location of activity	% of proposed activities with this location (N=672)	% of activities with this location (N=385)
Within the college	12.9	8.6
Local	12.5	41.0
Intrastate	19.8	20.8
Interstate	15.3	9.4
Overseas	0.9	0.3
Unspecified	38.5	20.0

In contrast many of the activities listed in both documents from rural colleges and technical schools involved intrastate travel, either attending activities in Melbourne or attending those more regionally based. Each of these examples clearly has implications for the proposition regarding the appropriateness of college-based activities in technical and further education.

3 The breadth of program content

Decisions made about appropriate aims for a college/school staff development program influence the breadth of program content. Similarly decisions about who is to attend activities and the amount of funding available influence program coverage.

This section is concerned with the content of staff development activities - what is the activity's major aim and in what specialist area of knowledge is it focused?

The major aims of staff development activities. The major aims of staff development programs for colleges and technical schools have already been identified. It is therefore interesting to examine the major aims of the activities proposed for 1978 and those which occurred in the first six months of 1978. Data concerning this is shown in Table 4.10.

Both the major aims 'skills in specialist field' and 'skills in teaching method' are aims related to a staff member's teaching performance.

Table 4.10 The Major Aims of Proposed Activities for 1978 and Those Which Occurred in the First Half Year

Major aim	% of proposed activities with this major aim (N=672)	% of activities occurring with this major aim (N=385)
Skills in specialist field	38.7	40.0
Skills in teaching method	6.5	11.9
Understanding of a broad range of educational concepts	18.0	26.5
Skills in management and administration	1.8	4.7
Department/College development	4.3	1.1
Other	0.9	1.8
Unspecified	29.8	14.0

These results are consistent with the main aim of the staff development program for colleges and technical colleges identified earlier, viz. skills directly related to teaching. The category 'understanding of a broad range of educational concepts' may need some explanation. Many of the activities appeared not to relate to the everyday activities of the teacher. Rather, their possible outcomes could either indirectly affect current teaching practice or produce effects in the future. One example of an 'indirect' outcome would be an increased understanding of TAFE and an example of a future-orientated outcome would be a furthering of one's knowledge about the kinds of curricula operating in other colleges. Again the high number of activities from the funding submissions which could not confidently be classified should be noted.

Specialist area of knowledge. Another indicator of the breadth of program content is the specialist area of knowledge which characterizes a staff development activity. Some activities will be focused in one particular area while others may involve differing areas of knowledge. To gain an indication of the breadth of program content related for example to the aim 'skill in one's specialist area', one could ask the question: For all those activities which possess this as the major aim, what specialist fields were represented in these activities by the participants? Cross-tabulation data specific to this question are reproduced in Table 4.11.

Table 4.11 The Area of Specialization of Those Activities which Possess the Major Aim 'Skill in a Specialist Area'

Area of specialization	% of proposed activities in this area of specialization (N=260)	% of activities occurred in this area of specialization (N=154)
Applied Science	2.7	8.4
Art and Design	6.5	3.2
Building	15.4	12.3
Business Studies	3.1	3.2
Engineering	42.3	21.2
Rural and Horticulture	2.3	7.8
Music	-	-
Paramedical	-	-
Industrial Services	5.8	6.5
Personal Services	7.7	14.3
General Studies	0.4	5.8
Administration	1.2	3.2
Education Services (including Library)	8.8	9.7
Other	1.6	0.6
Unspecified	2.3	3.9

The breadth of program content when viewed in this way is extremely wide, covering most fields of teaching and non-teaching.

Closely associated with the content of a program is the strategy by which that content is delivered to the participants. For the purpose of the present analysis it was sufficient to use a fairly straightforward classification of the different types of strategies employed. This is in contrast to attempts such as that by Tisher (1978) which grouped staff development strategies utilizing criteria analogous to those established by Bloom (1956). The resulting classification provides a basis for Table 4.12.

Colleges and technical schools are prepared to use a wide range of staff development strategies within their staff development program. The traditional forms of staff development activity such as lectures, seminars and conferences, still figure prominently in college programs. Also valued

Table 4.12 The Types of Strategies which Characterize Staff Development Programs

Type of strategy	% of proposed activities utilizing this strategy (N=672)	% of activities which utilized this strategy (N=385)
Information including journals, films	0.4	1.3
Meetings (e.g. subject association)	1.0	4.9
Lectures/Seminars	13.8	20.0
Conferences	14.7	23.1
Workshops/Deminstrations	5.8	13.2
Courses/Training programs	8.0	12.7
College visits	9.8	5.8
Industrial visits	16.9	7.3
Visits, not coded above	4.0	1.0
Residential conferences	3.6	2.9
Other	4.4	4.4
Unspecified	17.6	3.4

highly are visits to other colleges and industrial or commerical businesses. However in practice fewer staff attended these activities than is indicated by the proposed program. This raises the question of the ease with which staff can make effective contact with industry and commerce so that they may keep abreast of current trends. A number of documents included some activities which were interesting in that they indicated the breadth of what colleges view as legitimate staff development activities. Among these were the following:

(a) accreditation and moderation meetings;

(b) staff dinners;

(c) staff development reference materials and texts related to teaching;

(d) membership of professional organizations;

(e) fees for tertiary education.

These strategies for staff development represent very much a broadening of what many in the past have thought to be appropriate staff development activities.

In brief, program content is broadly conceived and the strategies by which it is presented are extremely diverse. While the major focus of activities is upon the staff member's specialist knowledge, there are a broad range of aims within the program. The content is relevant to almost all full-time staff in technical and further education and staff are given the opportunity to achieve the program aims by means of a wide choice of strategies.

4 Dissemination and evaluation of college-initiated programs

Colleges and technical schools were requested to supply information regarding 'method of evaluating programs' in the accountability statements (TAFE Staff Development Instruction Document 1978/3). This provided some useful information about the ways in which institutions evaluated their programs and then indirectly how information about the activities was disseminated.

Twenty-one colleges and technical schools stated that staff who attended activities were expected to complete an evaluation form on their return to their department. Usually this was presented to the head of department and/or the staff development committee. Eleven colleges and technical schools relied upon verbal reporting to their departments as an evaluative procedure. Dissemination of information derived from activities was generally of an informal kind and relied upon participants discussing their experiences with their departmental colleagues. Only rarely was a more formal procedure mentioned.

Twelve colleges and technical schools failed to answer this aspect of the accountability statement.

5 A comment on the college/school level analyses

This concludes an examination of how TAFE institutions in the Technical Schools Division manage their staff development programs. As mentioned at the beginning of the chapter its aim was largely descriptive but at the same time it was intended to highlight some of the issues that are relevant to an evaluation of staff development. Most importantly it indicated the difficulty of generalizing from data collected en masse from institutions. Often sections of the accountability statements were left incomplete or interpreted differently by those responding. A lack of clarity of definition was evident on a number of occasions and some of the categories which this study imposed on the data proved difficult to use. Nevertheless it proved a useful exercise in that it enabled a far clearer picture of staff development in the Technical Schools Division to emerge than would have otherwise been possible. It was therefore a valuable first step in the development of an evaluative methodology for staff development.

The Role of the Staff Development Support Unit

Linking the college-initiated programs and the centrally-supported activities is a staff development support unit. In 1978[1] this unit consisted of five staff, two of whom acted as consultants and were executive officers of the staff development standing committee. The remaining staff members were a full-time printer, a full-time typist and a part-time administrative assistant. The consultancy staff for this unit is not funded from the Special Purpose Grant (Staff Development) but from the general recurrent financial budget of the State Education Department. This unit serves four major functions[2]:

1. promotes a better understanding of the aims and processes of staff development at both the college and staff level;
2. co-ordinates the use of relevant resources between TAFE colleges and schools;
3. disseminates information concerning staff development activities which have been held and which may be of use to a wider audience;
4. assists staff and institutions in the management of their own staff development programs.

These represent the major concerns of the Staff Development Support Unit. It is noticeable that one of their major functions is not the development and teaching of courses - rather their role is to co-ordinate relevant resources so that this may be done.

The diagram in Figure 4.1 summarizes the relationships between the three components of the Victorian Technical Schools TAFE Staff Development Program.

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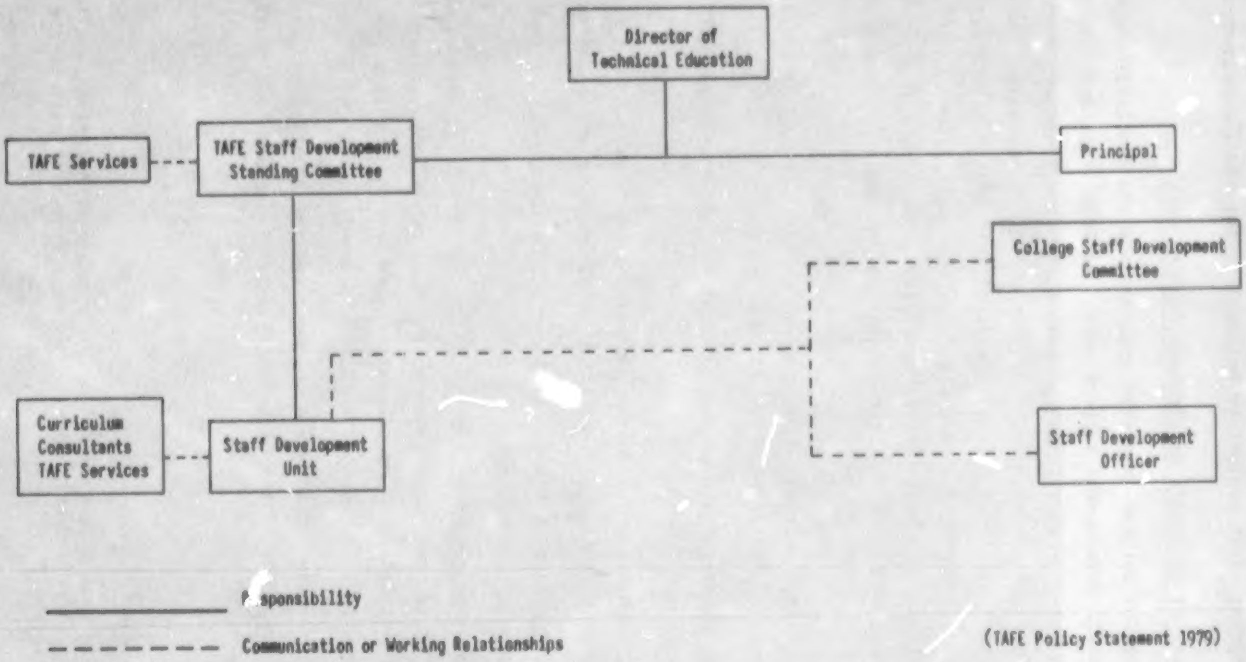
[1] In 1979 this unit expanded to incorporate a co-ordinator - the executive officer (staff development) - two consultants as well as the three support staff.

[2] The source of these four functions is the TAFE Policy Statement, 1979, paragraph 11.6.

RESPONSIBILITY FOR TAFE STAFF DEVELOPMENT IN VICTORIA


Director of Technical Education
TAFE Services
TAFE Staff Development Standing Committee
Principal
College Staff Development Committee
Curriculum Consultants TAFE Services
Staff Development Unit
Staff Development Officer
Responsibility
Communication or Working Relationships

(TAFE Policy Statement 1979)

Figure 4.1 Responsibility for TAFE Staff Development in Victoria

The Management of Staff Development in the Department of Further Education

The overall management of staff development in the South Australian Department of Further Education is the responsibility of a Staff Development Committee. The Department's belief is that staff development needs are best met through a centrally organized approach rather than through a number of independent college initiatives. The committee has equal college and Head Office representation and, in addition, possesses a permanent executive. This eleven-person committee consists of the following members:

Executive

Chairman: Deputy Director-General (operations)
Secretary: Principal Education Officer (in-service)
Executive Officer

College Members

Principal Representative: nominated by the congress of principals
Representative of Senior Lecturers (Staff Development)
Two Lecturer representatives

Head Office Members

Administration Division Representative
Representative of Regional Superintendents
Resources Division Representative
Superintendent (Training and Development)

There are three other elements which are important in the management of staff development within the Department of Further Education. The first is line management.[1] In the Department all senior staff have responsibility for staff development and must provide staff development services in colleges. This includes the analysis of staff needs, implementing appropriate staff development programs and evaluating program outcomes. Secondly, there is a group of six full-time staff development officers. These senior lecturers (staff development) assist Principals in eleven metropolitan colleges in a wide variety of staff development activities. Thirdly, there is a staff development support unit - the Training and Development Branch - which provides general in-service programs and assists colleges, senior staff and individual staff members to fulfil their staff deveopment responsibilities. Policy formulated by the Staff Development Committee relates to each of these three elements and therefore this committee represents the main policy generating structure for the Department's staff development program. Policies generated in this manner are then recommended to the Director-General of Further Education for approval.

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[1] Line management is a term used by the Department of Further Education to refer to senior staff who possess managerial responsibility.

Before each of the managerial tasks are examined at the system level, a number of points would be helpful.

A major conference was held during August 1978 and attended by the Staff Development Committee, In-service Section of the Training and Development Branch[1] and Senior Lecturers (Staff Development). This conference had four purposes:

1 to arrive at a recommended philosophy and goal of staff development for both teaching and non-teaching staff of DFE;

2 to recommend priorities of activities towards such goals;

3 to allocate areas of responsibility and co-operation for the four main Departmental 'agencies' formally devoted to Staff Development;

4 to recommend staff development activities to Colleges and Head Office branches, which may require further investigation or negotiation.

A report of this conference has been produced and a series of recommendations directed to the Staff Development Committee for their consideration (DFE Report 613, 1978). While this report is very much a working document it does indicate the direction of Departmental thinking in regard to staff development.

Secondly, a review of the work and organization of the Training and Development Branch and its Centre (both In-Service and Ex-service) was instigated by the Director-General of Further Education in May 1978. The review committee had the following four terms of reference:

(a) to examine the educational effectiveness of programs offered by the Branch to the Department of Further Education, the Public Service and the Private sector;

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[1] The Training and Development Branch also provides 'ex-service' programs to all departments within the Public Service as well as private organizations. Unless otherwise stated, when reference is made to the Training and Development Branch/Centre in this report it refers to the In-service Section. The In-Service Section is that component which focuses upon Department of Further Education staff.

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(b) to examine the expected nature of market demands in all sectors for existing and new training and development services in the next two years and five years;

(c) to report on the resources, physical and manpower, which will be needed to service expected future programs in the next two years and five years;

(d) to recommend on the most appropriate ways in which the Department and the Branch should organize to meet these demands and take initiatives in the training and development field in the future. (Review Committee Report 1979)

The report of this committee provides valuable information concerning both current staff development practices and possible changes of emphases which may occur in the near future.

Finally, and this is suggested by both the above points, the staff development program within the Department of Further Education occurring in 1978 was experiencing a period of close scrutiny by those in colleges and Head Office. One must keep this in mind in the following description of the DFE staff development program and in subsequent chapters of this report.

A discussion of each of the managerial tasks at the system level follows.

1 Formulation of aims

The Staff Development Committee is responsible for the formulation of overall priorities and guidelines for the staff development program. Policy regarding staff development in the South Australian Department of Further Education is expressed in general rather than specific terms. For example, the 1978 Handbook refers to staff development in the following manner:

> For any organization to develop and advance, it is necessary for the members of that organization to develop and advance. The various activities associated with the Staff Development Committee are designed to enhance the professional and personal skills of the persons undertaking them, and concurrently to increase the depth of knowledge and experience employed within the Department. (DFE Handbook, 1978)

The latter sections of the Handbook do not expand the exact meaning attached to the above understanding of staff development.

The Training and Development Branch presents a somewhat more explicit understanding which closely resembles the broad definition of staff development found in Chapter 3 and taken from Marsh (1976). The Branch argues that staff development embraces all the planned experiences that staff undergo from every source for the purpose of extending competence, efficiency, effectiveness, satisfaction and health (Training and Development Branch communication, 1978). The essential features of this extremely broad view of staff development are congruent with the working definitions adopted by the Branch review committee:

> For the purposes of this Report, training and development is understood to include educational activities or series of activities, generally of a short term nature, designed to improve employees' job performance and their understanding of the work environment. In addition, there is developmental work with clients, based on the identification of needs and aspirations through a consultative process which normally requires longer term programs. (Review Committee Report 1979)

This second definition is useful in that it emphasizes the dual roles which characterize a staff development program - the acquisition of new skills and the development of attitudes and more general understandings related to education. The rationale for this view of training and development is clearly presented in the Training and Development Handbook (1978) and parallels the rationale for staff development described in the second chapter of this report. It notes that long established values and procedures are under challenge and review and that many issues such as industrial democracy and organizational accountability as well as technological advances will result in future organizations being significantly different from what they are today. A further perspective guiding the DFE staff development program is that the program must exemplify the overall philosophy which characterizes all educational programs of the Department (DFE Report 613, 1978). It must therefore be consistent with the principles of life-long learning, utilization of community resources, open access for all staff, both teaching and non-teaching, and overall educational development. As a result one would expect that the staff development program would reflect a developmental or growth model approach and the further education of staff rather than the deficit model described earlier in this chapter which focuses on their weaknesses in particular skill areas.

The thrust of the program is to the development of the organization as well as the individual staff member. This close association between the development of organization needs and the needs of the individual is evident in the following statement taken from the Training and Development Handbook (1978):

> Training and development, then, is an attempt to enable all individuals to develop themselves in a way that provides for maximum personal satisfaction and at the same time maximise organizational effectiveness. Further, it looks towards the development of Departments, Sections, Branches and work groups as effective, self-managing, healthy and productive environments in which to work.

It is against these rather broadly defined understandings of staff development that the three specific aims which form the basis of the Department's submission for the 1978 Special Purpose Grant (Staff Development) must be interpreted.[1] These were:

(a) to provide a staff development service to colleges from the Training and Development Centre;

(b) to improve staff development activities at college level by the appointment of college based Senior Lecturers (Staff Development);

(c) to provide programs in methodology for all newly entered lecturers. (DFE personal communication, 1978a)

In summary responsibility for the formulation of the aims of the program rests with the Staff Development Committee. However while it is possible to distinguish the rationale and general program aims for 1978, specific aims for this period are not easily discernible. An exception to this is the provision of teaching methodology courses for all newly entered lecturers.

2 Financial, decision-making and co-ordinating arrangements

Guidelines and priorities adopted by the Staff Development Committee affect both financial and procedural aspects of the program. For example, the three specific aims identified above for the 1978 program were considered when allocating funds for that period. TAFEC funds for staff development were allocated according to the breakdown in Table 4.13.

The Special Purpose Grant (Staff Development) amounted to $267,000 for 1978 and the remainder was provided by the general recurrent financial budget of the Department of Further Education.[2]

There are two notable features of this allocation of resources. Firstly, there is a large salary component amounting to approximately

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[1] A further influence upon the formulation of these aims was the guidelines laid down by TAFEC for funding from the Special Purpose Grant (Staff Development).

[2] As in the case of the Victorian TAFE system, substantial funds from general recurrent sources augment these special allocations.

Table 4.13 Allocation of Funds Derived from the Special Purpose Grant (Staff Development) in the Department of Further Education

	Amount allocated	Percentage of total allocation
	$	
1 Lecturing salary costs		
3 lecturers at Training and Development Centre		
6 senior lecturers (staff development)		
3 weeks salary of beginning lecturers at induction courses	191,000	64.5
2 Non-teaching salary costs		
1 Education Officer		
3 support staff (70%)	15,000	5.1
3 Non-salary costs		
Related contingencies[a]		
Interstate conferences	90,000	30.4
Total	296,000	100.0

[a] This will include salaries for replacement staff in the cases where permanent staff are absent from colleges for lengthy periods, attending staff development activities, while receiving full pay.

70 per cent of the total budget and which includes the salaries of new-entry lecturers attending induction courses. Secondly, colleges were not responsible for any portions of the TAFEC grant for staff development. However the 1977 Handbook indicated that during 1977-78 the Staff Development Committee would be preparing guidelines for allocation of a significant amount of the staff development budget to be used at the discretion of the colleges (DFE Handbook 1977). At the time of writing of this report the colleges had begun to receive some funding.

As well as recommending to the Deputy Director General (operations) the allocation of funds based upon the priorities which it adopts, the Staff Development Committee has a variety of decision-making and co-ordinating functions to perform.[1]

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[1] These functions were redefined in January 1978. This again indicates the period of close scrutiny the program is experiencing.

The administration of the interstate conference line of the budget is the responsibility of the committee. Interstate visits for staff development purposes are also included in this aspect of the program and funded from the staff development budget. All staff wishing to travel interstate for either of these purposes must make an application to the Staff Development Committee, regardless of whether funding is required for travel costs, accommodation or conference registration. An examination of records for the period July 1977 - June 1978 indicated that 54 DFE staff made successful applications for interstate travel to either attend conferences or visit colleges and/or industry. Twenty-eight of these staff were at least partially funded from the conference line. A small number were funded from branch or college general budgets. A substantial group appear to have received no funding.

The Staff Development Committee also administers various other staff development activities such as release time scholarships, overseas scholarships, overseas conference attendance, industrial leave and study leave. Except for overseas conference attendance[1] these are not funded from the Special Purpose Grant (Staff Development). The recommendations of the Staff Development Committee may not always be implemented. In the case of overseas scholarships for 1978, four were recommended to the Director General of Further Education but only two were subsequently approved.

The Staff Development Committee also co-ordinates the various staff development resources within the Department of Further Education. In practice this has been delegated to the Superintendent of the Training and Development Branch. Of main concern in this area are the operations of the Training and Development Centre and the various emphases adopted by it. For example the deployment of Training and Development staff into the many possible facets of staff development is the responsibility of the Superintendent. Co-ordination of the staff development program with the Curriculum Branch of the Department is a further responsibility. The Training and Development Branch programs which are relevant to specific curricula have been extremely limited since 1976, a point noted in the Curriculum Branch's report to the Review Committee (Curriculum Branch Report 1978). That report urges a greater degree of co-ordination and interaction between both Branches and their staff development resources.

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[1] During the 1977-1978 period, four staff received at least partial funding for this purpose.

An important aspect of the co-ordination of staff development resources within the Department of Further Education is the deployment of six senior lecturers (staff development) among the colleges. This is largely an Operations Branch matter. In the past decisions in this regard have been made by the Deputy Director General (Operations) on the recommendations of both the Superintendent of the Training and Development Branch and the Principal Education Officer (In-service). For the period beginning 1979 the location of these personnel has been decided after extensive discussion with college principals. These senior lecturers (staff development) are directly responsible to the principals of those colleges in which they are working. It is evident that this is generally accepted as an appropriate role by these personnel (Evaluation Report 294/E, 1975).

The Staff Development Committee has certain other functions which it performs but these are better treated in following sections of this program description.

A brief note can be made in regard to staff development funding at the college level. Principals can approve funds for certain staff development activities such as local conferences, seminars and workshops run outside of the Department of Further Education. These monies are debited against their general travel budget and do not qualify directly for the Special Purpose Grant (Staff Development).

3 The breadth of program content

The Staff Development Committee exerts control both directly and indirectly over the breadth of program content. Direct control is manifest in the administration of interstate conferences and visits, overseas travel scholarships, industrial leave and study leave. It is also indicated in the specification of the th[illegible] program aim for 1978, viz. the provision of induction courses for new-entry lecturers. However most of its control over program content is less direct, in so far as that content is defined by the operations of the Training and Development Branch and the college-based senior lecturers (staff development). This section considers each of these content-related issues.

Attendance at interstate conferences and interstate visits to industry, commerce and other educational institutions is regulated by the Staff Development Committee. Two features of those participating in this aspect of the program during 1977-78 require comment. Nearly all areas of specialization were represented among the 54 participants. The major emphases appeared to be in the areas of personal services, such as food and catering, engineering, migrant languages and media production. In contrast no staff specializing in music attended an interstate conference or made an interstate visit according to the records supplied by the committee. Secondly, there are 29 colleges established in the Department of Further Education. Staff travelling interstate for staff development purposes came from nine colleges which, in total, represent about 75 per cent of all full-time teaching staff in the Department. All of these colleges were in metropolitan Adelaide and none were in rural areas.

Overseas scholarships present a similar picture. An examination of those already funded indicates that the Staff Development Committee takes a very broad view of what it considers valuable areas with which this aspect of the program should be concerned. Both specific areas of teacher specialization and system-wide policy issues characterize these scholarships. The two approved in 1978, for example, focused on 'unemployed youth and special education' and 'external studies operations in Europe'. Again, no rural colleges have been represented among the participants of the overseas scholarships program. This program, as well as the conference and interstate visit program, are examined in more detail in Chapter 9 of this report.

A major focus of the staff development program is defined by the operations of the Training and Development Branch. During 1978 it was intended that the Training and Development staff would be deployed in a manner summarized by Table 4.14.

The major emphases of the staff development program defined by the Training and Development Branch are clearly related to teaching methodology and college development. Basic methodology includes two types of courses. The first is a course for newly inducted lecturers which is held on three occasions each year - it is usually referred to as the NELMIC course. The second is for part-time lecturers with little prior teaching experience. Advanced methodology is directed towards experienced teachers, both full and part-time, and involves consultancy courses and mini courses.

Of all teaching methodology courses offered by the Training and Development Branch most effort goes into the NELMIC program. This three-week course is relevant to both staff of the Department of Further Education and staff from outside organizations including other departments of the Public Service. This mix of clients is seen as an important feature of

Table 4.14 The Allocation of Training and Development Staff Time to Various Staff Development Activities in the Department of Further Education

Staff development activity	% of total staff time
1 Teaching Methodology	
Basic - NELMIC*	18
- part-time lecturer's course	4
Advanced - (both part-time and full-time)	20
2 Management Development	3
3 College Development	28
4 Administration	17
5 Personal development/research/publication	10

* New entry lecturer's methods and induction course.

Branch activities. During 1978 122 staff attended the NELMIC program.[1] Forty-nine of these were lecturers in the Department of Further Education, most of whom had commenced employment within the Department during 1978.[2] The remainder were training officers in industry, commerce and government. The part-time lecturer's methodology courses were attended by 161 staff in that period, and we can assume that nearly all would have been part-time lecturers in the Department.[3]

The Training and Development Branch is also heavily committed to programs focused on organizational effectiveness and the further development of appropriate organizational processes. These activities necessarily involve long-term consultancy and the Branch is able to provide external consultants or 'change agents' for this purpose. The Branch also organizes educational administration and staff management short courses as the need arises during a college development activity. In 1978 the Training and Development staff were involved in four college development programs.

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[1] These and figures related to part-time teaching methodology courses are based upon monthly reports of the Training and Development Branch.

[2] A total of 38 full-time teaching staff were employed under the Further Education Act during 1978. Thirty-two of these were classified at either the Lecturer I or Lecturer II level.

[3] Other courses for part-time teaching staff were run by senior lecturers (staff development) without assistance from the Training and Development Branch.

A notable exclusion is courses directed towards the lecturer's area of specialist knowledge. Traditionally it was felt by those of the Training and Development Branch that these were not its responsibility. This area of staff development activity has recently been taken over by the Curriculum Branch, or more specifically the various specialist curriculum committees which are co-ordinated by the Curriculum Branch. The Training and Development Branch views that while responsibility for these courses remains with the curriculum committees it could play a significant role in two ways: (1) increasing staff development skills and other relevant abilities of committee members, and (2) assist in the design and implementation of curriculum-based activities (In-service Statement 1978). The direction towards college-based curriculum development which the Curriculum Branch is adopting and the emphasis upon college (organizational) development of the Training and Development Branch would suggest a closer working relationship between the two in the future.

A second notable area of exclusion is courses related to the staff member's personal development. This is an area where Training and Development (In-service) staff feel that activities need not be directly offered. Rather such programs are better implemented at the college level in the context of a college development program. Department of Further Education staff may still avail themselves of the many courses offered in this area by the Ex-service component of the Training and Development Branch. Unfortunately no figures are available to indicate the extent of DFE participation.

In brief the Training and Development Branch has been largely involved in centrally-administered teaching methodology courses for new-entry lecturers, part-time staff and experienced staff. To a lesser extent it has been involved in college development and a whole range of consultancy services. There is likely to be greater emphasis in the forthcoming period on more field-based staff development. This approach has already been suggested in relation to closer liaison with the Curriculum Branch and senior lecturers (staff development) (In-service Statement 1978).

Another major component of the staff development budget is the salaries of six lecturers (staff development). These lecturers are college-based and thereby influence the breadth of the program at the college level. The duty statement of these staff is extremely diverse and their duties are defined according to the needs of the colleges in which are they located. In a subsequent chapter we briefly examine the role of the senior lecturer (staff development). For the moment it is only important to note that their duties include such functions in the college as counselling staff regarding CAE and University courses, assisting staff to recognize their own staff development needs, observe teachers-in-training for course requirements and help staff evaluate their own teacher effectiveness. They may also be involved in college development and curriculum development programs within their colleges. Finally, senior lecturers (staff development) assist Training and Development staff in the teacher methodology programs.

A final point worth noting in regard to the breadth of the program content relates to the availability of the program. All Adelaide metropolitan colleges have ready access to the staff development program. They are in close proximity to the Training and Development Centre and share a senior lecturer (staff development) with one other college. For rural colleges this is not so. To compensate for their isolation and lack of senior lecturers (staff development), rural colleges are visited regularly by a team of up to three staff - one from Training and Development, one from Torrens CAE[1] and one senior lecturer (staff development). The purpose of these visits is to provide methodology courses and initiate college development programs within rural colleges. Most of the larger rural colleges availed themselves of this opportunity during 1978 and in some cases were visited each term.

4 The formulation of an accreditation policy

There is no accreditation policy regarding attendance at staff development activities. This does not mean that the Department of Further Education has been unsympathetic to the idea. Currently a report resulting from an overseas scholarship is being studied for its implications on this issue. However following the recent restructuring of staff appointments, salary scales etc. one would not expect any policy for accrediting attendance at staff development activities to be formulated in the near future.

5 The evaluation of progress and outcomes of policy

One of the stated functions of the Staff Development Committee is the 'review of the progress of staff development programs and policies and the establishment of suitable means of evaluating their effects' (DFE Handbook 1978). Currently this is the responsibility of the Superintendent of the Training and Development Branch and is quite an informal process. The 1978 Handbook also indicates that principals will be required to report annually on their college staff development program. The purpose of the report is to identify whether, at the college level, needs are being detected and staff development activities implemented to alleviate these needs. The first of these annual reports is expected in June 1979.

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[1] Torrens CAE is the principal teacher training institute for DFE lecturers.

There have been a number of attempts at the formal evaluation of particular outcomes of staff development policy. For example, as early as 1975, or just 12 months after it became operational, the In-Service Section of the Training and Development Branch attempted to evaluate how it was achieving its objectives and what future directions it should follow. Similarly at that time the newly appointed senior lecturers (staff development) presented a joint evaluative statement to the Staff Development Committee. Possibly the most extensive, continuing evaluation has been of the NELMIC programs. These evaluation studies have considered both processes intrinsic to the program and immediate and longer-term program outcomes. Finally, and most importantly, there has been the major review of the Training and Development Branch which was mentioned earlier.

It is apparent that some evaluation of staff development policy has been implemented, and in the future more will certainly occur (e.g. the college evaluation reports). However there appears no established machinery within the operations of the Staff Development Committee for the continuing evaluation of the overall staff development program.

6 Dissemination of findings of staff development policy

Dissemination of information concerning all aspects of the staff development program is the responsibility of the central committee. The major avenue for such dissemination is by means of the twice monthly Department of Further Education Bulletin which details impending conferences and seminars and brief notes from staff who have attended these activities or undertaken overseas scholarships.

Staff who have participated in interstate conferences and visited interstate for staff development purposes are expected to complete a report for the Staff Development Committee. This summary report can then be disseminated to interested staff. However it seemed that many staff who participated in this aspect of the program between July 1977 and June 1978 failed to complete this report. Of the 54 participants only 15 reports were received by the committee;[1] a further 8 reports were not required.

The dissemination of findings from staff development activities would seem to be largely an informal process. There appear to be no procedures whereby relevant information is directly channelled to particular staff or target audiences.

7 The promotion of research into the ongoing needs of the system

The Staff Development Committee does not possess a research function. However there are two means by which research into staff development issues can occur. The Research Branch of the Department of Further Education may implement a research program in a desired area, either on its own initiative or as a result of a request from the Committee. An example would be the study of initial problems of new entry lecturers by Tiernan and Kuhl (1978). The Training and Development staff provide a second means by which research pertinent to staff development can occur. Recently these staff have become involved in three areas of research[2] that are worth commenting upon.

(a) Survey of staff development needs in the Department of Further Education. The Training and Development Branch has adopted a competency-based approach in examining the skills required by lecturing staff in the Department and in assessing those areas to which staff development activities ought to be directed. This research is still very much in the exploratory phase.

(b) The implementation of college development programs and their evaluation. The emergence of college development as a major focus of the staff development program has meant that Branch staff have had to develop a theoretical perspective to organizational development within the Department. They have not adopted the more typical behavioural-science model that is currently used in Australia by, for example, Mulford and his colleagues (Mulford *et al.*, 1977).

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[1] This estimate is based upon records supplied by the executive officer of the Staff Development Committee.

[2] Strictly speaking their work could be better described as developmental rather than research in the latter two areas.

(c) The development of adult teaching methods. The Training and Development Branch is examining different techniques for the presentation of the NELMIC programs and basic teaching methodology courses. In particular staff are developing curricula based upon the notion of contract learning (Knowles, 1978). The effectiveness of such types of teaching methods are being compared to the more traditional approaches which have characterized these programs in the past.

Research into the ongoing staff development needs of the system has not been extensive; nor has it been co-ordinated by the central Staff Development Committee. Rather, it has been left to the independent initiatives of particular staff in either the Research Branch or the Training and Development Centre. A possible exception may be some of the work of those undertaking overseas scholarships, but this is likely to be only minor. There has been no use of externally contracted research.

This concludes a consideration of the seven managerial tasks which have provided the framework for a description of the staff development program at the DFE system level. The major decision-making group is the central Staff Development Committee although the implementation is very largely controlled by the staff of the Training and Development Branch and the senior lecturers (staff development). A fourth element in the organization of the staff development program, namely line management, has received only passing comment. These personnel are discussed in Chapter 7 where they are considered crucial to the development of an evaluative methodology for staff development. However little secondary data was available which described the impact of line management on the staff development program.

CHAPTER 5

GENERAL APPROACHES TO EVALUATION

The evaluation of educational programs is an extremely diverse process. Many different models for evaluation have been proposed and no one method would seem appropriate for all situations. The groups for whom evaluation studies are conducted differ and so do the methodological emphases that characterize the studies. Much evaluation will not even be based upon a predetermined model but remain far less formal. Informal evaluation will be present in much staff development activity as teachers, for example, make decisions about the value of attending various activities. These decisions may be based upon felt needs, outcomes of previous staff development experiences and a host of other factors, each estimated quite subjectively by the teacher on the basis of evidence of varying reliability. Depending upon the value attached to each of these estimates, the teacher will reach a judgment regarding the usefulness of attending an activity. Most importantly, this process often involves a consideration of many of the subtle features of a staff development program which are not easily measured in a formal evaluation. It is for this reason that teachers and their colleagues are generally apprehensive about the usefulness of formal evaluation studies. We believe the task of this study is to recognize the concerns of the practitioner and incorporate those in a more formal evaluative framework. In this way information gathered about staff development programs is more likely to be used in reaching policy decisions, decisions which may be more widely accepted by both general staff and senior management.

In this chapter we will briefly examine approaches to evaluation. This leads to an examination of a number of issues important in designing a methodology for evaluation. Among these are:

- What is to be the role of evaluation in the methodology?
- What are its legitimate goals?
- How is evidence to be gathered and compiled?
- How are judgments made?

After discussion of these basic questions an outline of an approach to an evaluation of staff development is presented. This outline is then treated in more detail in Chapter 6 of this report.

The Meaning of Evaluation

Evaluation studies have been applied to a wide variety of programs, both educational and social, as a basis for making policy decisions. Typically in these studies the evaluation process has consisted of three elements. Firstly, there is an initial decision regarding what is the most appropriate information to be collected, and this has usually been defined by the interests of those seeking (or funding) the evaluation. This is followed by the gathering of this information, utilizing a wide variety of procedures frequently of a highly technical kind. Finally, the information is treated or analysed in such a way so as to assist policy formulation. Evaluation then is not a single act. Rather it represents a series of activities, quite interrelated and directed towards decision-making. Stufflebeam *et al*. (1971) have provided a definition of evaluation which summarizes these activities:

> Educational evaluation is the process of delineating, obtaining and providing information for judging decision alternatives. (Stufflebeam *et al*., 1971:40)

We can consider this to be the most basic understanding of the evaluation process, and is found in the writings of a large number of evaluation experts.[1]

Some evaluators, such as Stake (1967) and Scriven (1967) extend this understanding of the evaluation process to include the making of judgments by the evaluators. These judgments serve as a basis for the decision-makers to plan policy. By contrast, Straton argued that 'the act of evaluating, of actually making judgments and decisions, is the responsibility and the right of the study audiences' (Straton, 1977). For Straton, the evaluator's role is one of description rather than judgment. But this descriptive process would not be viewed in isolation from the judgments to be made. The information collected by the evaluator would be dependent upon the evaluator's prior and continuing identification of the types of judgments and decisions relevant to the client audience - this would be a necessary component of Stufflebeam's approach, and similarly with Straton. Other evaluators, most noticeably Parlett and Hamilton (1976) and Scriven (1972), would not seek such intense and continuing interaction with the client audience.

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[1] For example, Straton (1977) provides an excellent account of the three stages in the evaluation process and is well worth reading.

For our part we think that the evaluator does have a responsibility to make judgments, and that this constitutes an integral part of the evaluation process. There are a number of reasons for this. Firstly, it is the evaluator who understands most clearly the methodology used in the evaluation process. Information is generally gathered during an evaluation study using a variety of procedures. Subsequent interpretations made of that information and judgments based on such interpretations can only be as sound as one's understanding of the information in relation to the concepts or variables being examined, and the strengths and weaknesses of the methods used to obtain that information. These are complex issues and to communicate to the client audience the precise nature of the evaluative methodology with all its limitations and implications is not an easy matter. Further, these are not issues with which the client audience is often concerned. Secondly, the evaluator appears in the best position to bring together different pieces of evidence to bear upon some particular aspect of policy. This is because it is the evaluator who has seen the interaction of such data in the context of the study.

The evaluator does have a responsibility however to stipulate the kinds of evidence and methods used in the evaluation process. He also needs to discuss as best he can the various priorities attached to individual pieces of evidence in reaching a particular judgment or series of judgments. The obvious point being made is that the evaluator must provide sufficient information so that the decision-maker may make some estimate of the appropriateness of the judgments made.

In brief then it would appear appropriate to consider the evaluation process as including both descriptive and judgmental phases, and this will be the working definition of evaluation throughout this study.

The Roles of Evaluation

It is important to recognize that evaluation has a number of possible roles. Scriven's (1967) distinction between formative and summative evaluation is probably the most well known treatment of the roles which an evaluation study may adopt. It focuses upon whether the evaluation is carried out during the educational program or at its conclusion. The former role is referred to as a formative one, where decisions are made whether the program should continue in its present form or whether changes should be made to ensure its final success. This closely resembles a monitoring function and is of particular assistance to those already participating in the program. In contrast, summative evaluation consists of collecting data at or near the end of a program with the intention of making decisions regarding the success or otherwise of the program. The data that is collected is not necessarily used for modification of the program to maximize its effectiveness, even in the future - this is not its major concern.

The relationship between data collected during both a summative and formative evaluation is an interesting one. Summative data may incorporate much data collected during a formative phase. However the usefulness of the formative data lies more in its explanatory power in regard to conclusions resulting from the summative evaluation. Conversely data collected during a summative evaluation of a component of a program may be utilized in a formative evaluation of an entire program: a point made by Stake (1976) in his critique of the summative-formative distinction.

The distinction between the summative and formative roles of an evaluation is a useful one however in that it clearly indicates that different forms of evaluation lead to different sorts of decisions. Some decisions will be concerned with program improvement, either now or in the future, and draw heavily upon data obtained during a formative evaluation. This data therefore is more likely to represent a fine-grained analysis of the situation. Other decisions will be more concerned with program accountability and likely to utilize data obtained solely from a summative evaluation. In this case the data are likely to be related to more macroscopic input-output variables. It seems more appropriate to examine the intentions of an evaluation study, rather than the point at which the study is carried out, as a means of clarifying the role which a study assumes.

Scriven (1967) places great importance on the evaluator indicating the role which a particular evaluation study adopts. In the development of a methodology for the evaluation of a staff development program a primary emphasis upon program improvement appears of most use. Within such a role one would expect the evaluation to address itself to both the ongoing events of the program (formative) and an overall view of it (summative).

The Goals of Evaluation

What we have just been discussing are the various roles of evaluation in education. These roles are not content specific. Scriven (1967) distinguishes between the above type of discussion and that of the goals of an evaluation study, and again this is an important distinction. The goals of an evaluation study are specific to the program and are concerned with the worth or relative merits of particular aspects of it. These goals are similar to what Bolam (1979) has referred to as the targets of an evaluation. In the current study the goals of an evaluation which the methodology needs to encompass could be an examination of the rationale, aims and structures of staff development policies as well as specific staff development activities. More specifically, the goals might ask questions such as: Is the rationale for the program congruent with its aims? Do different types of staff development activities yield different outcomes? Do the types of activities offered reflect the aims of the program? These are all possible goals of an evaluation study in staff development.

Scriven (1967) points out that as a result of confounding the twin issues of goals and roles of evaluation, educational evaluation has provoked undue resistance from many sectors of the educational community, and more specifically from teachers. While the goals of evaluation may raise legitimate questions, Scriven believes that too often the role of the evaluation study goes beyond its reliability and comprehensiveness.

The goals of an evaluation study may be conceived of as being narrowly focused upon specific and prescribed program objectives. Alternatively, the goals may incorporate a range of issues far broader than those derived from a consideration of those objectives. That is, the scope of an evaluation study may be either narrow or broad.

Traditionally evaluation studies have been narrowly defined, examining the effectiveness of a program in terms of its explicitly stated objectives. These might examine for example the teacher's ability to construct a modular program or his skills in financial management after particular relevant staff development experiences. *Product evaluation* of this sort has broadened over the past few years in a number of ways. There has been a shift of emphasis away from merely an assessment of whether explicitly stated goals have been obtained. Evaluators have sought to identify all the intended objectives of a particular activity, including objectives which may not be specifically stated but still held as important by the person implementing the activity. These implicit objectives may be broader in kind and include such objectives as increased teacher confidence, greater collegiality etc. Outcomes that reflect these more implicit objectives are becoming increasingly a focal point in the evaluation literature on staff development (see for example, Teachers College Record, 1978). In addition to the attainment of goals, either implicit or explicit, some evaluators believe that it is important to measure unintended outcomes of a program. This point has received only slight attention in the staff development literature but it seems reasonable to assume that certain types of activities may produce a wide variety of unanticipated outcomes.

The focus of evaluation has broadened in another way. The objectives and rationale of educational programs have themselves become the targets of evaluation, in what Stufflebeam et al. (1971) would refer to as *context evaluation*. The systematic questioning of existing and alternative program objectives is rather new in the field of staff development, but the needs analysis of the TAFE senior management (Mackay et al., 1978) seems to fit within this definition of evaluation.

The emphasis of an evaluation study may also be upon the processes that characterize a program. *Process evaluation* in staff development will be concerned with at least two issues. It will be concerned with both the implementation of the program and the application into classroom practices of ideas and skills gained from participation in the program. Such evaluative information is particularly relevant to decisions regarding program generalizability. Process evaluation has been interpreted somewhat differently by Elliot (1977). Elliot argues that process evaluation must also examine the extent to which an activity fosters those features which characterize teaching as a profession, viz. self reflection and rational autonomy. These he views as processes that may accompany a staff development activity rather than being products of that activity. Evaluation of these types of processes would be congruent with the staff autonomy management model described in the previous chapter.

Three possible focuses for evaluation studies have been considered so far. Stufflebeam et al. (1971) suggests that decisions also need to be made about the most appropriate procedures, given the resources available, by which program objectives may be attained. This was referred to as *input evaluation*. In this form of evaluation one would be concerned with examining the different sorts of agencies providing for staff development activities and matching these with particular program objectives.

Each of the above approaches to evaluation is relevant to the present study. Taken together they represent a view of evaluation especially suited to an educational program which is as diverse as staff development.

Evaluation Settings

The development of an evaluation methodology must take into account the extent to which the educational program under study is likely to undergo change as a result of the evaluation. Stufflebeam et al. (1971) have drawn attention to this issue in a description of four possible types of decision settings. Two of these settings would appear relevant to an evaluation of staff development in Australian technical and further education. The first setting is one where the decisions to be made concern innovative attempts to solve fairly significant issues or problems. The second is characterized by small scale decisions that are designed to lead to gradual program improvement. It is difficult to assess precisely which of these decision settings is more likely to apply to the general staff development program. At the national level, the latter decision setting involving gradual improvement would seem the more appropriate description. At the State or college level, where substantial responsibility for program implementation resides, one could expect decisions to be more often concerned with major changes or innovation. This would appear particularly so due to the recent development of the program.

If it is accepted that the staff development program is an innovation in Australian technical and further education, then this will influence the nature of any methodology appropriate for its evaluation. For example, since very few procedures will have become 'established practices' one would expect a large amount of interest in evaluation for the purpose of assisting program development. At the same time there is a risk for those involved in the formulation of policy and the implementation of programs, with the result that evaluation may curtail initiatives taken by them. Both these factors would suggest the necessity to adopt a formative rather than summative emphasis in the design of an evaluation methodology for staff development and involve program organizers and participants in its development.

A final aspect of the evaluation setting which needs to be considered concerns the evaluator. The evaluator's role in relation to the program being evaluated affects the range of evaluation methods which can be applied. This issue has been discussed by Elliot (1977, 1978). Elliot proposes a simple typology of evaluative styles which an evaluator may accept - 'evaluation from above' or 'evaluation from below'. In the former the evaluator holds values congruent with the senior management model of staff development described earlier and is likely to be closely involved with the funding body. Evaluation from below is a consequence of the staff autonomy management model and the evaluator is more likely to adopt an evaluative stance closely aligned to the participating teacher. Each of these evaluation styles represent opposing beliefs about the control of staff development and affect the methods chosen for its evaluation and the extensiveness of data collected.

So far attention has been drawn to a number of basic issues to which an evaluation study must address itself. It is useful to summarize these as they relate to the present study.

The first concerns the understanding of evaluation which should underpin a study. Both a descriptive phase and a judgmental phase have been argued to be important responsibilities of the evaluator. The second concerns the various roles which an evaluation study may adopt. In the current study it is proposed that the evaluative methodology should be directed primarily towards program improvement, but utilize both formative and summative data. The third issue concerns the fact that the goals of evaluation studies have broadened in recent years so as to embrace a wider variety of program objectives, corresponding outcomes and processes. The development of an evaluative methodology in staff development needs to encompass each of these in the context of the settings in which decisions need to be made.

The Elements of an Evaluative Study

The elements of the approaches to evaluation which have been described above are similar to those found in Stake's model of curriculum evaluation (Stake, 1967). In that model Stake identified three major elements of an evaluation.

1 Antecedents

These are the conditions existing prior to the educational program being implemented. The conditions either relate directly to outcomes or indirectly through their effects upon the implementation of the program. A staff member's specialist field of teaching would be a typical antecedent condition, as would the systemic policies that affect attendance at various types of in-service activities. That is, antecedent conditions refer to both staff characteristics and fairly stable contextual factors that are associated with the program.

2 Transactions

These correspond to the interactions, for example, between teachers and their colleagues and between teachers and those implementing the program. Transactions are the more dynamic aspects of the staff development program and relate to both policy formulation and the activities which constitute the program.

3 Outcomes

These are the effects of the program and may include both immediate and longer term effects. An example of the former might be the teacher's knowledge of a new technique and of the latter an increased effectiveness of the functioning of the department and increased student performance.

Objectives do not feature prominently in this framework. Stake prefers to consider objectives as 'intents' and then examine the intended antecedent conditions, the intended transactions and finally the intended outcomes. The distinction between actual (observed) and intended elements and the recognition of the importance of collecting data about both is a valuable aspect of Stake's model of evaluation. In this model it is also necessary to consider the *rationale* of a particular program. An examination of the program's philosophic background and basic purposes provides useful insights concerning intended antecedents, transactions and outcomes. Stake (1967) warns that a statement of rationale is often quite difficult to obtain, as generally it will not be clearly developed in the minds of those responsible for the program. However much of the background description of staff in Australian technical and further education which has been presented in earlier chapters provide some guidance to its rationale, and therefore an important part of the design of an evaluative study.

In summary a suitable evaluative methodology for staff development must be capable of gathering evidence about the following:[1]

(a) rationale of the program

(b) antecedent conditions relevant to the program

(c) transactions that may characterize the program

(d) outcomes that may result from the implementation of the program.

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[1] A similar evaluative framework has been proposed for the evaluation of pre-vocational programs in technical and further education by Ainley and Fordham (1979).

Just as we have noted the broadening nature of evaluation over recent years, so too there has been a corresponding shift in the types of evidence gathered in an evaluation study. For example, it is not surprising to find that Batten's extensive evaluation of the School's Commission (Staff) Development Program utilized questionnaires, interview schedules and detailed examination of background documentation (Batten, 1979). The traditional emphasis upon highly quantitative data which characterized early evaluation studies has been replaced by a more eclectic methodology. The wide variety of methods proposed for the evaluation of in-service teacher training by Henderson (1978) is further evidence of this. There is now a fairly widely expressed view that the use of qualitative methodologies offer explanatory power beyond that which is afforded from the use of solely statistical procedures (Patton, 1978).

Processing Evaluative Data

Evidence that has been collected must be organized in such a manner that it facilitates the two major activities of program evaluation: description and judgment. Stake (1967) has suggested that there are two principal issues that guide the processing and analysing of descriptive data related to intended and actual antecedents, transactions and outcomes. These are the *contingencies* between each of the three elements of the program and the *congruence* between what is intended and what actually occurs. It is clear that the descriptive phase for Stake is more than a collection of data derived from examining a series of variables. The descriptive phase focuses upon the relationships between each of the clusters of variables which define the elements of the evaluation. In a program where the relationships between various components have been largely unexplored such a process for the management of evidence would seem most fruitful. That would be the case with a staff development program.

In an evaluation of staff development three means of processing data are suggested by this model and appear profitable:

1 an examination of the congruence between the intended antecedents, transactions and outcomes and the observed antecedents, transactions and outcomes;

2 an examination of the logical contingencies between the intended antecedents, transactions and outcomes. This would utilize prior established research material and not be dependent upon data collected throughout the evaluation;

3 an examination of the empirical contingencies between observed antecedents, transactions and outcomes.

The judgment phase has two aspects in Stake's model of evaluation. Firstly, that part of the descriptive data which relates to individual variables is the subject of judgment by the evaluator and the client audience. Secondly, both the contingencies and congruences identified above are themselves the subject of judgment. Stake (1967) elaborates on the judgment phase but, for the purpose of the present discussion, it needs only be pointed out that there are two bases for judging the individual elements and their inter-relationships.

(a) they may be compared to some *absolute* standard of excellence, one agreed to by the evaluator or the client audience;

(b) they may be compared to similar elements or inter-relationships between those elements derived from alternative programs. In this situation judgments about the program are based upon *relative* standards.

The selection of either an absolute or relative judgmental process, and the subsequent selection of appropriate standards, is very largely dependent upon the nature of the program being evaluated. Elsewhere we have suggested that comparative judgments are an important part of evaluation in those fields where it is difficult to establish absolute standards (Ainley and Fordham, 1979). This may be the case for many of the alternative curricula that are developed. The best approach in the case of staff development is not so easily identifiable. If one is concerned with the evaluation of specific in-service activities then it is feasible to compare certain characteristics such as outcomes with similar characteristics of alternative activities. This would be equivalent to asking whether the effects upon staff of one strategy were greater or less than those from another strategy. The difficulty with this form of comparison, or relative evaluation, is that there is little available data concerning various aspects of staff development activities. In fact there are not even agreed indices of outcomes.[1] In regard to overall program evaluation the applicability of relative standards, at this point of time, is even less appropriate.

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[1] This is in marked contrast to curriculum evaluation where there are some basic measures of program success, such as student achievement and student interests.

In the Australian context the exploratory evaluation by Batten (1979) provides the only comparable data with which relative judgments may be made, but this was concerned with staff development in the secondary and primary sector of Australian education. Mackay et al. (1978) provide some useful data for these purposes, but that is limited to the management needs of senior staff. The many British evaluation studies listed by Bolam (1979) and Henderson (1978) are similarly limiting in both their extensiveness and applicability to the Australian context. There does not yet appear to be a broad enough range of program evaluations from which evaluators may derive standards pertaining to a system-wide staff development program.

Henderson (1978), in fact, poses the question whether it is proper to make comparisons between participants at various staff development activities. Presumably Henderson's concern is that a staff development activity is only one small part of a complex set of forces which affect a teacher's classroom behaviour. What teachers do in the classroom is affected by so many factors relating to themselves, the students they teach and the college organization in which they are found that it would be extremely difficult to estimate the amount of influence upon their behaviour which could be attributed to a particular staff development activity.

A reliance upon absolute judgments is also difficult. Assessments of what constitutes an absolute standard of excellence will differ according to the extent to which individuals making these assessments value particular aspects of the program. For estimating absolute standards is essentially a subjective process. We have already indicated in Chapter 3 that differences in approaches to the management of staff development arise because different values are attached to possible program outcomes. Any judgmental process must take into account the values attributed to elements within the evaluation, especially outcome measures. One such methodology developed by Edwards et al. (1976) is discussed in Chapter 7. Using their approach it is possible to interpret more clearly standards that are proposed and subsequent judgments that are made.

In prior studies of staff development the process of making judgments has not been elaborated, possibly because of the factors discussed above. Notwithstanding, it appears to be an important component in any evaluative process.

Summary

In designing an evaluative methodology for staff development the evaluator is faced with a number of critical decisions. Each of these decisions will be influenced by characteristics of the evaluator and features of the program being evaluated. From the outset the evaluator must adopt an orientation to his task which reflects his relationships with the funding body and the program participants. The evaluator will also make critical decisions about the methods and instrumentation to be employed, as well as the criteria on which to judge the effectiveness of the program. Of particular importance will be decisions concerning the extensiveness of the evaluation study. The evaluator must decide whether the evaluation is limited to those aims and features of the program specified by the program organizers or whether the study of unexpected outcomes and an examination of the program's rationale within a broader educational and societal context is valid and necessary. This in turn will influence the extensiveness of the data collected. Other important decisions to be made concern the basis on which judgments of program effectiveness are founded, the role of the evaluator in making those judgments, and the extent to which evaluation findings may be generalized across programs.

Not only will these decisions be influenced by the views of the evaluator regarding the notions of evaluation and staff development, but they will also be influenced by characteristics of the program. Already mentioned in this chapter have been the length of time the program has been established and the likelihood of major changes occurring to the program as a result of an evaluation. One might also mention the diversity of activities inherent in the program and the degree of uniformity in its implementation across the system. These features of program evaluation closely resemble the typology of key evaluator and program characteristics proposed by Maling-Keepes (1978) as central to the evaluation process.

It is useful to place the views expressed in this chapter about the evaluation of staff development in relation to the evaluation literature. Of course no one model of evaluation will be entirely appropriate, and each will have its particular strengths and weaknesses. The general approach to evaluation suggested by the above discussions is closely aligned with a judgment-oriented strategy (Worthen, 1977). This makes the methodological perspective for this study quite different from those of the Australian TAFE studies reviewed by Malley (1978) which generally reflected an approach to

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evaluation based upon either behavioural objective or decision-management models. It is worthwhile noting that Batten's (1979) evaluation of the Schools Commission (Staff) Development Program was founded upon a Parlett and Hamilton (1972) evaluation model and hence was methodologically similar to the current study. Neither of the Australian evaluation studies in staff development has adopted a decision-management approach. Possibly this is because such a model (e.g. Stufflebeam et al., 1971) presupposes a continuing interaction between the evaluator and decision-maker such that the evaluator is able to monitor the types of decisions senior management might wish to make. It is therefore closely associated with the institutional management model of staff development already described in Chapter 3. In the case of the behavioural objective models of evaluation, emphasis is placed upon evaluation in terms of specifically defined program objectives and outcomes, and again this would appear unsuitable for the evaluation of staff development. By contrast judgment-oriented strategies of evaluation, involving the collection and processing of descriptive and judgmental data derived from a wide variety of sources, seem more relevant to a program characterized by diversity in its aims and processes and with few established procedures.

CHAPTER 6

AN EVALUATION STRATEGY FOR STAFF DEVELOPMENT

This chapter begins with an overview of the evaluation strategy for staff development which is proposed. Three general categories of variables are suggested as providing a suitable framework for the evaluation of staff development. These are: *background factors*, *processes* and *outcomes*. Within the background factors are a number of major elements which influence staff participation in the program and the introduction of ideas gained from it to the work situation. The major process elements of the staff development program are either policy formulating tasks or strategies which provide a means for the acquisition of skills, understandings and attitudes by staff. Program outcomes consist of three major elements - immediate, intermediate, long term - which may be relevant specifically to individual staff members, the college as an organization or the overall system of technical and further education.

The general framework for the evaluation of staff development programs is summarized in Figure 6.1. The remainder of the chapter will elaborate upon each of the elements which comprise the model.

State TAFE staff development programs consist of a diverse set of activities which are both formal and informal in kind. The approach to evaluation adopted by Stake (1967) appears to be a useful starting point for the evaluation of these programs. It represents a generalizable framework suitable for the evaluation of many educational programs and is not specific to staff development. The evaluator's task is to specify within the framework those elements associated with staff development which are important for its evaluation. This can be done in a variety of ways. Some factors have been identified in previous chapters as being potentially important in the further development of staff in technical and further education. The teacher characteristics discussed in Chapter 2 are examples of these. Others might include the different approaches to the management of staff development described in Chapter 3. The description of the two State programs suggests further important elements such as types and purposes of activities. In addition to these factors identified from either the literature on staff development or documents supplied by the two State TAFE departments, other issues are important to the evaluation of staff development programs.

An essential initial phase of the present study was therefore to identify the major issues in staff development as perceived by the staff of each system and thereby detail the more specific influences operating within each system. This initial phase also had a secondary purpose - to establish a satisfactory rapport with the colleges and systems prior to the main period of data collection in the trial of the proposed evaluative methodology. We begin with a brief description of how this initial phase of the study comprising a survey of key issues was carried out.

General category	Major element	Specific element
Background factors	system characteristics	policies of staff development general systemwide factors affecting participation
	college characteristics	policies affecting participation policies etc. affecting implementation of ideas college/section needs
	staff characteristics	needs of staff responsibilities affecting participation
Processes	policy formulating processes	system level college level
	staff development processes	specific activity overall staff development program for either individual or system
Outcomes	immediate outcomes	benefit to staff member
	intermediate outcomes	benefit to college
	long term outcomes	benefit to system

Figure 6.1 The General Categories, Major Elements and Specific Elements of an Evaluation of a Staff Development Program - an Overview

The Preliminary Survey

As the purpose of this phase of the study was exploratory the use of detailed questionnaires was thought inappropriate. Rather, the strategy heavily utilized interviews with a wide range of program organizers, potential participants, and actual participants. The South Australian Department of Further Education and the Victorian Technical Schools Division were studied in the following ways:

1 Within the Department of Further Education

In 15 colleges discussions were held with the principal, senior lecturer (staff development) and teaching staff where possible. Ten colleges were in metropolitan Adelaide and five were in rural areas. A total of about 50 college staff were interviewed. Meetings were arranged with members of the Training and Development Branch and those staff from Head Office whose work either directly or indirectly influenced the staff development program.

2 Within the Technical Schools Division

Seven colleges[1] were visited and again discussions were held with the principal, education services officer and teaching staff where possible. Four rural colleges were included in this sample and these visits were undertaken with the Executive Officer (Staff Development) of the Technical Schools Division. One of the researchers also attended the monthly meetings of the education services officers, where staff development is a major agenda item. Finally, meetings were held with the chairman of the Staff Development Standing Committee, the entire Committee and the organizers of a number of individual staff development activities.

The interviews were semi-structured and staff were asked to comment and elaborate upon a range of issues.[2] The breadth of coverage that can arise from such an approach is wide. To provide structure it was decided to focus primarily upon the following factors:

(a) system characteristics that influence the operation of the staff development program;

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[1] Unless otherwise specified 'colleges' refers to both colleges and technical schools with TAFE components in this and subsequent chapters.

[2] Tape recordings were usually made of these interviews.

(b) college characteristics that affect the implementation of the program;

(c) staff characteristics that influence staff participation in the program;

(d) college and teacher needs in staff development;

(e) types of staff development activities which staff attend and which appear of most/least benefit;

(f) the outcomes of staff development activities and those which are of most/least value.

These groups of factors may be related to the three elements of Stake's evaluation model: antecedent conditions, transactions and outcomes (Stake, 1967). The first four topics represent the major categories of antecedent conditions which appear in staff development programs. The next parallels Stake's concept of transactions and the final factor is congruent with Stake's outcomes. We prefer to use the simple terminology background factors, processes and outcomes in preference to Stake's terms, a point also made in the TAFE pre-vocational education study (Ainley and Fordham, 1979).

This study was concerned with the evaluation of both overall staff development programs and component activities. An initial decision was made that the evaluation of individual activities would be closely related to the evaluation of an entire program. This implied that a more general set of criteria for evaluation than those derived from specific objectives would be appropriate. There were far too many types of staff development activities to warrant the design of individual evaluative methodologies for particular activities. There was one exception to this: college development programs were extremely important, highly complex and so little researched that a more detailed treatment was desirable.

The result of this initial phase of the study, when coupled with the literature and existing documentation, was the specification of a set of variables which would provide the basis of an evaluation framework for staff development.

The Evaluation Framework for Staff Development

The general evaluative framework that is described below consists of three major categories of variables: background factors, processes and outcomes.

Background Factors

A wide variety of background factors may influence the effectiveness of a staff development program or activity. These factors may be system-wide, college specific or particular to each individual staff member. They may influence participation in the program, the nature of the program or the implementation of ideas and skills gained.

1 System-wide policies and staff development

Three areas of policy are seen by staff as being particularly important for the effectiveness of the staff development program. The first is funding. Funds may be allocated for specialist-staff salaries, used for the development and presentation of courses, or directed to colleges so that they may mount college-initiated programs. The extent to which funds are allocated to each of these purposes appears an important background consideration in a program evaluation.

Secondly, there are system-wide regulations that affect staff attendance at particular staff development activities, even if attendance at such activities is funded from the college staff development budget. Common examples stated by staff were those regulations which govern participation in industrial leave schemes and attendance at interstate conferences, especially during vacation times.

Thirdly, there are policy decisions that are only indirectly associated with the staff development program but which may affect staff participation. These system-wide characteristics include the present form of initial teacher preparation, the provision of replacement staff to cover absences and the criteria on which the promotion and salary structure within a system is based. Somewhat more direct in their influence are the amount of support offered by each Department's staff development unit, and the types of centrally-initiated activities provided.

Some of these characteristics may be much more influential in one system than the other. For example the present form of initial teacher preparation and its relation to the staff development program was only commented upon by staff of the Department of Further Education. A large proportion of those staff[1] were engaged in part-time initial teacher preparation which restricts their participation in the more formal aspects of the staff development program. In addition this situation affected the everyday activities of senior lecturers (staff development) who must place great emphasis on assisting these staff to gain an initial qualification.

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[1] About 30 per cent of teaching staff employed by the Department of Further Education are currently enrolled in initial teacher preparation courses (TEC Statistics, 1978).

2 Characteristics of the colleges

Four college background factors were identified in this first phase of the study as possibly influencing the effectiveness of the program within a college. These were the location of the college, the size and type of that college and college staff development policies.

Location. The locality of the college appeared to be important in several ways. For rural colleges the distance from the metropolitan area restricts attendance at the majority of centrally-initiated activities as few are held in country areas. Long distances to be travelled extends the period during which the participant is absent from the college and increases travel costs. Even if both staff replacement and travel costs can be covered it was felt by some staff that the physical (and psychological) effects of travel countered any benefits that might accrue from attending distant staff development activities. Such a factor appeared relevant also to some metropolitan colleges where distances of more than 25 kilometres were involved.

Many of the colleges, particularly those of the Department of Further Education, located in the rural areas may be considered 'multi-campus' and extend over large distances. For example, one principal has an evening-class centre 250 kilometres from his college and visits the part-time staff once or twice a year. It is impractical for him to observe these staff teaching classes and hence is dependent upon them to bring forward any areas of concern that may be relevant to the staff development program. This situation would not be uncommon in rural colleges of the Department and contrasts with the close liaison which can occur in the metropolitan area between permanent and part-time staff.

The proximity of colleges to relevant industrial and commerical enterprises was frequently mentioned by staff of both systems. This factor is relevant to the ability of staff to participate in short-term observational visits, of a fairly informal kind, as a means of keeping up to date in their specialist fields. Without the opportunity for such a close liaison, staff would be dependent on more formal and necessarily less frequent industrial experience.

Size and type of college. The number of staff in a college and particularly the number of staff working in the same area is a necessary consideration in understanding the operation of a staff development program in a college. Sections or departments with a large group of staff are better able to cover their colleagues' absences. They may also provide extensive support to staff members on their return as they attempt to introduce newly acquired ideas and skills. Further, it is feasible only with a fairly large staff to mount a substantial college-based program. This itself will be affected by whether the college is monopurpose or multipurpose. Monopurpose colleges are more capable of providing highly specialized subject-oriented courses for their staff. This is not so for multipurpose colleges where courses concerned with such things as teaching methods would be more easily organized.

Staff development policies. The set of staff development managerial tasks described in earlier chapters produce policies which characterize a college staff development program. These policies relate to the distribution of funds, the adoption of priorities among the purposes and types of activities, the evaluation of the effects of the program and the dissemination among fellow staff of information derived from attending specific activities. In the description of the two State programs it was clear that policies relating to each of these differ markedly between colleges. The effects of each may either directly affect staff participation (e.g. funding arrangements) or else be less direct by reducing the willingness of staff to participate. An often cited example of this latter effect was the expectation that some form of evaluation was required. A final characteristic closely tied to college staff development policy is the assistance given to general staff by senior staff and specialist college personnel in assessing staff development needs.

These college staff development policies result from various managerial processes within the college. We have placed these policy-formulating processes within the process dimension of the framework although, of course, they are antecedent to the policies they generate. In this way the evaluation framework deals with the process which generates a policy as well as the policy itself.

There will also be factors within the college which either facilitate or inhibit the introduction of new ideas and skills resulting from staff development programs. When staff were asked about such factors they produced an extensive range of responses. These could be grouped into four main categories:

(a) The provision of physical resources. Generally this is in the form of equipment or books, although it may refer to the adequacy of existing buildings.

(b) Interest and support. Colleagues within the college or section may provide encouragement and expertise in assisting staff to introduce new ideas into current practices. Similar support may come from specialist staff development personnel or industrial and commercial interests.

(c) Relevance to curricula and work. Staff development activities may be immediately relevant to current curricula or work tasks or at some future date. Alternatively they may be irrelevant to either the current or intended work practices of the staff member.

(d) Administrative practices of the college. A large group of constraining or facilitating factors that affect the introduction of new ideas are the direct responsibility of the administration. Often mentioned in this group was the provision of staff time for curriculum development and the flexibility of timetabling procedures to allow a more varied form of teaching

3 Staff characteristics

A number of staff characteristics were identified in Chapter 2 which appeared relevant to the staff development program. These included age, previous work experience, specialist qualifications, educational qualifications and specialist field. They may be described as primary characteristics in that they influence a set of secondary characteristics such as areas of expertise, related needs and domestic, personal and work-related responsibilities. For example, qualifications and age influence the staff member's area of expertise within the college organization. One would expect that older staff members who were highly qualified in both their specialist area and the field of education would be more likely to be involved at the senior management level of the college. By contrast, younger staff without a broad range of educational and specialist qualifications are more likely to be involved at the teacher level.

Both sets of variables can be summarized as follows:

Primary characteristics	Secondary characteristics
age	areas of expertise
specialist field	needs
previous work	domestic and/or personal responsibilities
education qualifications	work-related responsibilities

The present section is concerned with examining in detail the secondary characteristics, and in particular the expected areas of expertise of staff and their related staff development needs. Three groups of staff are considered: teachers, senior management and non-teaching staff. While the needs of teachers and senior management in technical and further education have been the subject of some other research, the needs of non-teaching staff have not been analysed in any formal sense at all.

The needs and expected skills of TAFE teachers. The duties expected of a teacher in technical and further education are broad. Apart from their responsibility for the conduct of courses they are also required to become involved in the everyday running of the college. The extent of these administrative and 'extra-classroom' duties will vary depending upon the size and type of college. The Department of Further Education includes the following as typical duties of its lecturers in grades I and II:

- Prepare a schedule of work in the teaching subjects allotted for the year.
- Keep up-to-date with developments in field of specialization and current teaching responsibility.
- Counsel students before and during enrolment; review students' progress and mid-course counsel where appropriate.
- Set and mark examination papers, make recommendations to the Principal or Head on assessment gradings and record results. Prepare marking guides for use by other lecturers and supervise examinations.
- Advise on the demand for new courses and assist in their development if required. (DFE Lecturer, I, II, duty statement 1978)

The second point quite clearly indicates that staff have a responsibility for their own staff development, which is also explicitly stated in the DFE Staff Development Handbook (1978). The Training and Development Branch has developed a set of educational competencies which its staff believe to be desirable in a lecturer of the Department of Further Education. They identify five major clusters of competencies and have suggested relative weightings of importance for each of them.[1] These are:

(a) classroom practices (30);
(b) understanding adult learning/teaching processes (20);
(c) understanding the TAFE system (20);
(d) curriculum development in TAFE (20);
(e) the integration of education and the teacher's specialist area (10). (Training and Development Branch paper, 1978)

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[1] Expressed as a percentage of the total group of competencies.

These relate only to 'educationally-oriented' competencies and do not take into account the teacher's competencies in his/her own specialist field. This broad clustering of competencies has since been reorganized and further refined into 85 specific skills, each major category encompassing 12 composite skills.

It appears that the approach which the Training and Development Branch is adopting is the identification of fairly discrete skills (or competencies) which underlie good teaching - needs are then defined in relation to these skills. Needs used in this sense are therefore areas of expertise, associated with teaching, which require further development in order to increase the effectiveness of the staff member.

It should be pointed out that such a strong emphasis upon detailed educational competencies is not without its critics. Competency-based teacher education programs have been criticized on the grounds that good teaching represents an *integration* of many areas of skills, understandings and attitudes and cannot be reduced to individual competencies.

An alternative approach is to utilize broad categories of teaching skills and areas of knowledge that concern the art of teaching and with which there is general agreement among staff, TAFE educators and the literature. This is the approach taken in this study. It has taken into account the areas of teaching implicit in the rationale of the program, and discussed in Chapter 2, Departmental documentation in the form of duty statements and available research evidence that was relevant to Australian technical and further education. From this evidence a list of 12 major categories of teacher behaviour that appeared important was compiled. These are summarized in Figure 6.2.

Areas of expertise and needs of senior management. A comprehensive assessment of the administrative and management needs of senior staff has been undertaken by Mackay et al. (1978). Mackay and his colleagues identified nine major clusters of needs in this area among principals, vice-principals, registrars and heads of departments of the Victorian Technical Schools Division. Within these clusters 34 specific administrative and management needs were isolated. However one cannot assume that expressed needs reflect the entire set of skills, understandings, etc. required of this group of personnel. There is a distinction between expressed needs and the set of abilities which define senior management's role in the college.

In order to assess the congruence between the list of expressed needs identified by Mackay et al. (1978) and the expected abilities of senior management, duty statements for senior staff in the Department of Further Education were examined.[1] It was concluded that the major categories of need did incorporate the various areas of expertise expected of these staff as defined by the duty statements. Only one minor modification was thought necessary. For the present study the cluster 'understanding of procedures in staff management' was separated from one of its constituent needs -

1 Knowledge of Basic Subject Matter - relevant to the area of specialization in which one is teaching.

2 Teaching Skills Associated with Planning and Conducting Instructions - diagnosing student ability, specifying objectives, choosing appropriate teaching methods.

3 Understanding Assessment and Evaluation Procedures - selecting and designing appropriate assessment procedures for student achievement.

4 Skills in Curriculum Development - the preparation of new courses, knowledge of curriculum theory.

5 Knowledge of Modern Developments in Industry and Commerce - being aware of up-to-date procedures and the changing nature of the work environment.

6 Skills in Continuing Professional Development - diagnosing own staff development needs in relation to one's teaching practices.

7 Knowledge and Skills in a Wide Variety of Areas - not directly related to one's area of specialization.

8 Skills in Counselling Students - in areas such as study problems, job placement and personal problems.

9 Interpersonal Skills - in dealing with fellow staff, students and the community.

10 Knowledge of 'Routine' Procedures - such as basic safety and first aid procedures, knowledge of the legal obligations of teachers, maintenance of records.

11 Knowledge of the Philosophy of TAFE - understanding the relation between one's own area of specialization and the overall TAFE program.

12 Knowledge of Elementary Administrative Procedures - introduction to staff and financial management.

Figure 6.2 Twelve Categories of Skills and Understandings Important to Teachers in Technical and Further Education

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[1] These duty statements were for the Head of School and Deputy Head of School and contained in staffing advertisements for 1978.

'understanding strategies of staff development'. Since the further development of one's staff is the responsibility of senior management such a clear differentiation was thought appropriate.

This resulted in ten areas of expertise which defined the role of senior management and in which staff may require further development. These are summarized in Figure 6.3.

Areas of expertise and needs of non-teaching staff. There has been little systematic examination of the possible needs of staff members other than teachers and senior management. Support staff such as librarians, services personnel, laboratory technicians and general office staff have been largely ignored in research on staff development. However a number of papers presented at the Staff Development Conference of the Department of Further Education in August 1978 focused upon the needs of these staff. For

1 Knowledge of the TAFE Administrative Network - its structures, administrative procedures and key personnel.

2 Understanding TAFE - its philosophy, current goals and likely future developments.

3 Skills associated with Educational Leadership - knowledge of teaching/learning practices relevant to TAFE.

4 Understanding of Procedures in Staff Management - staff assessment and job selection procedures, the preparation of job specifications.

5 Skills of Staff Management - understanding human relations, developing team work, delegating authority and interpersonal communication.

6 Financial Management - skills in budgeting, financial planning and techniques of cost benefit analysis.

7 Understanding the Procedures in College Administration - such as school records, examinations and student enrolments, the running of meetings.

8 Skills in College Administration - decision making, preparing submissions and reports, managing resources.

9 Skills associated with Extra-Institutional Management - developing relationships with the community including industry and trade unions, assessing community needs and co-ordinating community education facilities.

10 Understanding the Strategies of Staff Development - establishment of needs and priorities (both individual and departmental), knowledge of appropriate methods of staff development and their evaluation.

Figure 6.3 The Areas of Expertise which Relate to the Role of Senior Management in Colleges of Technical and Further Education

example, the 'Lecturer Librarian' Group submission (1978) noted three main areas of concern:

(a) administration skills, i.e. planning, staff administration and evaluation, market research, public relations, design and display, worker participation and team building;

(b) general educational methodology, i.e. resource utilization skills, media and educational technology, philosophy and psychology of education;

(c) library based skills, i.e. maintenance and updating of library skills, basic bookkeeping and budgeting, current awareness of the state of the art.

A paper presented by Simmonds and Neale (1978) drew attention to the needs of ancillary staff. They noted that 'the needs of ancillary staff may be categorized in quite a different way from that of lecturers - their role is to process material, data and people so that the college can function - it is a supportive role'. As a result, ancillary staff needs are likely to be in the area of communication, public relations, a knowledge of audit requirements, accounting methods and stores control. Simmonds and Neale identify one further need which they believe is extremely important - ancillary staff must understand the educational functions of the college and the overall aims of the Department of Further Education so as to maximize the effectiveness of each.

It is clear that there are many groups of staff members within a college of technical and further education each contributing particular areas of expertise and, presumably each with individual staff development needs. The present study could not encompass all groups of non-teaching or support staff. However a decision was made to define the areas of expertise and staff development needs of one group - the staff development officers.[1] It will be recalled that in the Department of Further Education these are referred to as senior lecturers (staff development) and in the Technical Schools Division as either staff development officers or education services officers.

The identification of the areas of expected expertise of the group of officers was based on three sources of information. Firstly, the overall rationale of the staff development program provided valuable insights about the role these officers were expected to fulfil. Secondly, job advertisements incorporating duty statements for senior lecturers (staff development) were available for scrutiny. Finally, interviews with both senior lecturers (staff development) and education services officers clarified their actual roles within the college organization. By this means a set of 12 broad areas of expected competency was identified. These have been summarized in Figure 6.4.

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[1] A point worth noting is that no paper presented at the Staff Development Conference of the DFE considered the staff development needs of the senior lecturer (staff development).

1 Skills of Personal Counselling - knowledge of modern approaches to counselling staff.

2 Skills of Vocational Counselling - knowledge of courses etc. related to career development of staff, knowledge of different career opportunities both inside and outside TAFE for staff.

3 Knowledge of the TAFE Administrative Network - its structures, administrative procedures and key personnel.

4 Skills in planning and conducting staff development activities - in a wide variety of fields and utilizing adult learning techniques appropriate to teachers.

5 Procedures of evaluation in education - knowledge of different forms of evaluation applicable to both teacher effectiveness and organizational effectiveness, design of evaluative instruments, implementation of evaluation strategies, assessment of staff and organizational needs.

6 Understanding of Administrative and Managerial Theory and Practice - power structures within organizations, communication networks, types of decision making, methods of goal setting.

7 Knowledge of Educational Technology - use of modern audio-visual equipment, etc.

8 Understanding of Modern Teaching Practices - application of appropriate teaching practices to particular fields and streams of study.

9 Research Skills in Education - including development of new procedures for staff development and new organizational structures, assisting research activities in other fields.

10 Knowledge of a Broad Base of Educational Theory - including modern developments in educational psychology, sociology and philosophy.

11 Understanding the Processes of Innovation - including both curricular and organizational innovation.

12 Knowledge of a Wide Variety of Human Resources - in other colleges, in industry and commerce, and in other educational institutions.

Figure 6.4 Twelve Areas of Expertise that Relate to the Role of the Staff Development Officer in Colleges of Technical and Further Education

Areas of expertise and needs of staff in TAFE - summary. There are many groups of staff in technical and further education. Each group has particular skills and knowledge and individual staff development needs. For the purposes of this project the expected competencies of three groups of staff were identified: teaching staff, staff development officers and senior management. Rather than attempt to specify detailed competencies for each of these staff, it seemed more appropriate to utilize global descriptions of broad categories of these specific skills and understandings. No mention has been made of attitudes and values - these would be expected to result from the interaction of each of the categories listed and from the further development of certain areas of college functioning.

Other staff characteristics. Staff may have responsibilities which restrict their participation in a staff development program. These responsibilities may relate to their work where, for example, teachers may not wish to break the continuity of their teaching program to attend activities. This responsibility may be heightened during those times when students are attending college on 'block-release' from their employer. Alternatively, the unwillingness or inability of staff to participate in the program may result from their domestic/personal life. In either case these secondary characteristics would be expected to be influenced by the staff member's age, field of specialization and level within the college organization.

4 Organizational characteristics and needs of colleges

Earlier chapters have noted the importance of college organizational processes and their relevance to the staff development program. However there is little research evidence from which to establish what such processes may be in colleges of technical and further education. The only organizational models which are currently being applied in the TAFE sector are based upon the behavioural science model of organizational development (e.g. Schmuck and Miles, 1971; Beckhard, 1969). This model also provided the basis for this aspect of the current study.[1]

Schmuck and Miles (1971) note that educational institutions are composed of subsystems which perform various functions. These functions range from teaching in specialist fields, co-ordinating college curricula and assessment through to the supply of resources. One could also refer to the department in Victorian TAFE colleges, and the schools in South Australian DFE colleges, as subsystems within the entire college organization. Each of the subsystems is characterized by a set of seven organizational processes which influence its effectiveness. These processes relate to (1) communication between individuals, (2) the establishment of goals, (3) the tolerance of conflict between individuals, (4) group procedures at meetings, (5) the solution of internal problems, (6) decision-making mechanisms and (7) the monitoring of change.

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[1] The interested reader is referred to the following articles and texts: Schmuck and Miles(1971), Cadd and Drew (1978), Mulford et al. (1977), Mulford (1978).

Two points should be made in relation to these subsystem processes. Firstly, they are interdependent and not easily definable without reference to each other, and this is acknowledged by Schmuck and Miles (1971). Secondly, and this is more troublesome, there is considerable overlap between the processes. That is the processes do not appear to be conceptually distinct.

Organizational processes which characterize the entire college system arise from the interaction of these subsystem processes. Schmuck and Miles propose four quite global processes that typify an effective educational institution. These are:

(a) the ability to perceive problems that arise from either the surrounding community or the organization itself;

(b) the utilization of all available resources, both college- and community-based, in the further development of the college;

(c) the responsiveness of the college as a whole, together with its constituent sections, to internal and external demands;

(d) the evaluation of progress towards established goals.

The distinction between system and subsystem processes is a useful one in that it provides an avenue for examining the needs of the college and the needs of individual sections quite separately. However one must be careful in accepting too readily the Schmuck and Miles model as being appropriate for technical and further education. Already we have noted the need for conceptual clarification. In addition it was originally designed for general educational institutions where each of the subsystems may be more closely related than one might expect of departments/schools within colleges of technical and further education.

As a result of a consideration of the above literature, discussions with academic staff specializing in organizational development and comments made by TAFE college staff, a statement of department/school and college organizational processes was compiled. These are shown in Figure 6.5.

This concludes a consideration of the possible organizational characteristics and related needs of colleges and their component sections. In a staff development program these are important for several reasons. As areas of college functioning that may require further development they assist in determining the relevance of the staff development program that exists in each State system. They also provide clearer bases for initiating developmental programs in this area. Finally some may also influence the effectiveness of the program by assisting staff to examine their own needs, providing staff with the opportunity for continuing professional development and facilitating the introduction of ideas and skills gained during activities.

A AT THE DEPARTMENT (SCHOOL) LEVEL

- communication between staff within the section
- specification of course objectives
- tolerance of a diversity of educational practices and opinions
- utilization of all the abilities of section staff
- participation of staff in decision-making
- continuing evaluation of the effectiveness of the section
- specification of areas of responsibilities of staff within the section

B AT THE COLLEGE LEVEL

- communication between the sections of the college
- sensitivity to the concern of the staff, parents and the community
- utilization of the skills and interests of all staff in the further development of the college
- communication between the college and the community
- continuing evaluation of the effectiveness of the college
- continuing development of college structures in response to changing demands
- utilization of appropriate decision making procedures
- specification of areas of college responsibility for all staff

Figure 6.5 Organizational Processes at both the Department/School Level and the College Level in Technical and Further Education

In this latter role these organizational characteristics are more correctly regarded as processes of the staff development program and fit more comfortably under that category of the evaluative framework being proposed.

5 The background factors - a summary

Figure 6.6 summarizes the set of background factors that are proposed for the evaluation of a staff development program. There are five major categories of these factors of which three relate to the college, viz. college influence upon both staff participation in the program and the introduction of new ideas gained from activities and, finally, college organizational processes which may themselves be the focus of further development.

System characteristics	Policies of staff development including funding arrangements attendance regulations General systemwide factors including initial teacher preparation relieving staff
College characteristics I	Location Size and type Policies of staff development
College characteristics II	Provision of physical resources Collegial interest and support Relevance to college curricula General administrative practices
College characteristics III	College/section needs including perception of problems resource utilization organizational responsiveness evaluation of goals
Staff characteristics	Needs of teaching staff Needs of support staff Needs of senior management Work-related responsibilities Domestic/personal responsibilities

Figure 6.6 Background Factors of the Staff Development Program

The Processes of the Staff Development Program

There are four groups of processes relevant to a staff development program. Two are directed towards policy formulation at the college and system level. Another set of processes concern the individual staff development activities which constitute the staff development program for a particular State technical and further education system. Finally, there is the overall program which results from the integration of its constituent activities and which itself is a process variable. The first two may be referred to as policy formulating processes and the latter two as staff development processes.

1 Policy formulating processes

Considerable attention has already been given to policy formulating processes at the system and college levels in Chapters 3 and 4. To briefly summarize, there are potentially seven managerial tasks or processes which may lead to policy formulation in each of seven areas relevant to staff development. These policies relate to the system and college background characteristics identified above and the managerial tasks are the processes by which these policies are generated. The seven managerial tasks are as follows, although it has already been noted that Nos. 4 and 7 are not relevant to the college situation:

- The formulation of aims
- The provision of financial, co-ordinating and decision-making resources and arrangements
- The specification of broad program content
- The formulation of an accreditation policy
- The evaluation of progress and outcomes of policy
- The dissemination of findings throughout the system
- the promotion of ongoing research into system needs

These therfore constitute the first two groups of processes that may operate in a staff development program. They may apply at either the college or system level. Even at the system level they may refer to the State Technical and Further Education Department or the Federal Technical and Further Education Council.

2 Staff Development Processes

An examination of documents supplied by the Technical Schools Division and the Department of Further Education indicates that strategies for staff development are extremely wide ranging. There have been attempts to develop typologies for the various forms of staff development strategies. Often researchers have utilized the work of Havelock on the diffusion of innovation and planned educational change (Havelock and Havelock, 1973). For example, Tisher (1978) has distinguished strategies for the dissemination of information and the learning of skills according to the relationship between the person already possessing the information and skills and the intended recipient. At one extreme there is a rational presentation of ideas by some authoritative person to a relatively passive recipient. At the other extreme there is a collaborative problem solving effort by both the expert and the learner which utilizes the latter's creative potential. Using this approach Tisher argues that one can order strategies along a continuum from the issue of printed material through to lectures, meetings, conferences, and finally to consultancy.

This is an interesting approach to differentiating between staff development activities. There will be some overlap in the type of resource-person recipient interaction that characterizes any activity and one would not expect any of the strategies to adhere strictly to a particular point on the continuum.

Against this background and after discussing the various strategies with staff we would propose the following groupings of staff development processes for the current study:

(a) Films and printed materials. This represents the basic level of communication and flow of information. One would expect only minimal interaction between the recipient and the resource personnel supplying the information (unless it was part of a more complex staff development activity).

(b) Lectures, short courses and long courses. These activities result in the dissemination of a prescribed body of knowledge from the resource person to the staff member. Generally they will be of a highly structured form.

(c) Meetings, seminars and conferences. Staff participating in these activities interact with the resource staff to varying degrees. The learning environment may range from being highly structured to being quite informal.

(d) *Workshops*. These are usually of a more collaborative nature with both resource person and staff member interacting extensively.

(e) *College and industrial visits*. The type and extent of interaction between the visiting staff member and those staff being visited will vary considerably depending upon the nature of the visit. However one would expect that there is likely to be a two-way transfer of information between staff during college visits. In the case of industrial and commercial visits one would not expect such an interflow.

(f) *Consultancy*. As it is commonly practiced in technical and further education, consultancy is very much a collaborative process with each party working together to help solve a staff member's particular problem.

Each of these staff development processes refer to individual staff members actively pursuing new ideas and skills. If staff attend in groups, such group membership is coincidental. The above strategies do not encompass those where group membership is an integral part. These latter staff development processes are referred to as college (organizational) development strategies.[1]

College development is synonomous with organization development except of course the college is the focus of change. Mulford has provided the following definition of organization development and one which seems to capture fully the intents of its advocates:

> A planned intervention by external change agents/O.D. consultants, using behavioural science knowledge to help an *organization* to diagnose its organizational purposes and processes and develop a plan through which all members of the organization can, *themselves*, modify these purposes and processes in such a way that they can sustain the modification processes in a changing environment. (Mulford *et al*. 1977:213)

In this type of developmental strategy the collaboration between the resource person - the change agent - and the recipient - the entire college organization - is intense and may be long lasting. As a process for change it may itself utilize any of the above mentioned strategies although one would expect a heavy emphasis upon consultancy to remain throughout. However there is likely to be a gradual shift from one of dependence upon an external change agent to a dependence upon consultancy from within the organization.

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[1] If the focus of these strategies is on a department or school of a college, then the terms departmental development or school development would be appropriate.

This very brief description of college development as a developmental process will suffice for the moment. It is discussed in greater detail in Chapter 9.

A group of six staff development processes has been described above and it is not intended that these be taken as exhaustive. However one final point needs to be noted. Each of these process strategies will be content bound and directed towards particular and varied purposes. An individual staff member may attend a number of these activities over a year. It would seem useful to think of these aggregated activities as possibly comprising a whole staff development experience which is more than a summation of each of the individual activities. One might also consider an entire State staff development program in this light.

The key processes of a staff development program have been summarized in Figure 6.7.

Outcomes of a Staff Development Program

The outcomes of a staff development program may be extremely varied. Some may be present at the conclusion of an activity; other outcomes may not be evident until some time later. It seems appropriate to consider three types

Policy Formulating Processes - at the System level - at the College level	the formulation of aims the provision of financial, co-ordinating and decision making resources and arrangements the specification of broad program content the formulation of an accreditation policy* the evaluation of progress and outcomes of policy the dissemination of findings throughout the system the promotion of ongoing research into system needs*
Staff Development Process	Films and printed materials Lectures, short-, long-courses Meetings, seminars, conferences Workshops College, industrial visits Consultancy
	College (organizational) development
	Overall staff development program

* not applicable at the college level

Figure 6.7 The Processes of a Staff Development Program

of outcomes which may accure from a staff development activity: immediate, intermediate and long term. The immediate outcomes comprise those which have developed by the end of the activity. The intermediate outcomes appear at a later date, probably up to a year, as a result of the activity and, perhaps, some other experiential factors. Finally, long term outcomes, as the label implies, occur at a fairly long interval after the activity and result from a complex interplay of many factors, one of which has been the staff development experience.

What are the possible outcomes of a staff development program? There has not been an extensive and systematic examination in the literature of what are, potentially at least, the benefits of a staff development program. A close reading of the Triennial Report 1977-1979 (TAFEC 1976) and documents provided by both State TAFE Departments as well as the statements of staff suggests however that there are a number of quite specific benefits which may be identified. These benefits fall into three categories. There is a group of benefits which is directly associated with the staff member. Another group, while dependent somewhat on the first, focuses upon the college as an organization composed of various subsystems and working towards a common goal. Finally, there appears to be a set of system benefits which can be abstracted from both the college benefits and individual staff member benefits and which possess an integrity of its own. Each of these will now be examined.

1 Possible benefits for the individual staff member

One of the most basic outcomes for staff is an increased knowledge of concepts and skills related to their current job. This is true for teachers and non-teachers and may result immediately from a staff development activity. Another immediate outcome could be a more thorough understanding of the working conditions in modern industry and commerce. Each of these may lead, over a period of time, to a number of intermediate outcomes. These will include an increased confidence in dealing with students and an improvement in work performance.

There are other immediate outcomes which will be more closely related to a staff member's future career. For example, the provision of a firm foundation of relevant knowledge concerning career opportunities is an important benefit. Another would be the acquisition of skills and understandings not related to one's present job but relevant to some future appointment within technical and further education.[1] Therefore in the longer term one might expect both these more immediate outcomes to affect:

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[1] A small number of staff interviewed felt that such appointments could also be external to the system.

(a) the future positions of responsibility within the organization which a staff member obtains on promotion.

(b) the adaptability of the staff member in relation to various areas of specialization within the organization in which he or she may work.

Each of these needs further comment.

In general the promotion of teachers to more senior positions of responsibility is based upon the effectiveness of their teaching and/or their length of service in the system. This has definitely been the case in the past although recently there has been some liberalization of the criteria and procedures accepted. There was a common concern amongst staff interviewed in the first phase of the study that staff in line for promotion would benefit from staff development activities directed towards administrative and managerial techniques, and that such courses should be a necessary prerequisite for more senior appointments. There was also the concern expressed that some staff aspire to senior positions of a non-management type, such as curriculum development officers within a college or specialist branch. Specialist staff development activities at an advanced level would benefit the career of these personnel, a view also presented in the Triennial Report 1977-1978 (TAFEC 1976).

Rapidly changing technological and societal demands made upon the work of colleges suggests that a key benefit of a staff development program would be an increased adaptability of college staff to change. The notion of adaptability is a complex one. It involves more than the acquisition of a broad ranging set of skills that will enable the staff member to work in different areas of specialization as the need arises. It also involves the development of a particular attitude on the part of the staff member to changing roles within the organization. One cannot assume that staff members will readily accept changes in their current jobs even if they possess the necessary skills. This could be especially true for staff who have been employed in a current job for a lengthy period of time.

There was a number of other benefits to individual staff members which were mentioned during the preliminary interviews. Two are worth noting, the first being staff recognition within the system. This may result from attendance at activities, from the implementation of ideas and skills developed during activities or from the dissemination of those ideas throughout the system. The importance of staff recognition is that it builds up self-esteem and may also enhance career prospects. The second is close to one of the basic tenets of further education - the development amongst the members of a society a diversity of recreational skills. Some staff proposed that an important benefit of the staff development program could be the development of a variety of skills and knowledge not related to one's occupation. This in turn could result in psychologicially and physically healthier staff members.

2 Possible benefits to the college as an organization

There are two broad categories of potential benefits to the college. The first relates to the overall organization of the college and is quite general in nature. Relationships between staff and relationships between staff and the college as an institution may be affected by the program. Hence a fostering of professional contact between teaching and non-teaching staff may be an immediate outcome of an activity and one which affects the relationships between individual staff members. Similarly an understanding of one another's work in the college is likely to be an immediate benefit affecting staff relationships. Each of these may in the longer term lead to a more co-operative approach among staff in their work, a more satisfying work environment and an increased commitment to the goals of the college. In this last instance the relationship between the staff members and the college as an institution is clear.

An important benefit to the college of the staff development program is its effect upon responsiveness. The responsiveness of a college will be influenced by its ability to predict changing community needs. Such a benefit will be associated with an increased awareness among individual staff of the future needs of industry and commerce but arises out of the integration of that awareness rather than individuals acting on their own initiative.

The second major group of college benefits are more specific and refer to particular functions of sections or subsystems within the college. For example, the following outcomes would appear to fit this category:

(a) the widespread introduction of modern teaching practices throughout the college;

(b) the effective utilization of library and audio-visual resources in the college.

The dependence of these college benefits upon the development among staff of particular skills, understandings and attitudes to both their own work and that of the college is apparent. They are also likely to be dependent upon the relationship between certain groups of staff. For these reasons they will probably be longer term benefits arising from a variety of staff development activities rather than any specific activity. A more effective utilization of library resources will be influenced by the levels of expertise and general attitudes of both library personnel and teaching staff rather than one or the other. Similarly the widespread introduction of modern teaching techniques is dependent upon the skills and attitudes of teaching staff and also those of support staff upon whom new demands may be made. In conclusion a variety of these sorts of outcomes, specific to each functional section of a college organization, can be expected from a staff development program.

3 Possible benefits to the system

Some outcomes of a staff development program will be more system-oriented rather than related to individual colleges or staff members. These outcomes are generally long term, appearing possibly five years later and resulting from a number of activities or the entire program, rather than any specific activity. The balanced development of the TAFE system within a State or across Australia is one such system benefit mentioned in the Triennial Report 1977-79 (TAFEC 1976). Increased credibility of the TAFE system as a component of the post-secondary system is another possible long term benefit of the staff development program. By raising the expertise of staff, both in specialist and teaching areas, some senior administrators argued this would result in higher standards among students graduating from these institutions and greater staff contributions, in the form of consultancy and research, to industry, commerce and the community in general. In this way they believed that the community would more highly regard the contribution of this sector.

An interesting long term outcome also mentioned in the Triennial Report 1977-1979 (TAFEC 1976) is the greater contribution of TAFE personnel to the initial preparation of staff within technical and further education, thereby ensuring its relevance to the needs of the system. This long term benefit would be dependent upon increased knowledge and skills of particular staff in adult learning processes and related areas. However this outcome could not finally develop until there was widespread acceptance of the expertise and authority of these individuals both within and outside the system.

There is also a small group of immediate benefits that concern the system as a whole and which may result from individual activities. Two of these appear especially important. Some activities may provide senior administrative staff, particularly those at Head Office, with clearer perceptions of the concerns and views held by college-based staff on certain issues. This would enable more appropriate policy decisions to be made. Other activities such as local and overseas scholarships may provide a body of research information on which policy may be formulated for the entire system. In either case the benefits are immediate in nature but are capable of influencing in the longer term the development of technical and further education at the system level.

Priorities among Program Outcomes

Three broad categories of possible outcomes of a staff development program have just been described and, within each, a number of particular outcomes mentioned by staff have been specified.

Teachers, ancillary staff, college senior management and head office personnel will probably value many of these outcomes quite differently. This is to be expected. What is extremely important for one staff member may not be for another. Judgments about program effectiveness are dependent upon the extent to which these outcomes are valued and therefore one might expect different judgments to be made by different staff.

The General Framework for the Evaluation of Staff Development - A Summary

Three general categories of variables have been proposed as providing a suitable framework for the evaluation of staff development. These are background factors, processes and outcomes. Within the background factors are a number of major elements which relate to system, college and staff characteristics. These characteristics include policies of staff development, system and college organization procedures, and needs and responsibilities of staff. Each of these characteristics influence staff participation in the program and the implementation of ideas and skills gained. The major process elements of the staff development program are the individual strategies that comprise the program and the managerial tasks by which staff development policy is formulated and implemented. The program outcomes of a program may be of benefit to the individual staff member, the college or the system. They may either result immediately from an activity or develop over a period of time and not become evident for a number of years.

The report so far does not suggest how the elements which comprise the proposed evaluation framework might be measured. That is the concern of the next chapter which examines methods and measures appropriate to a college-based evaluation of staff development. The application of the strategy to the evaluation of specific staff development activities is dealt with in the final chapter of the report.

CHAPTER 7

METHODS AND MEASURES

The evaluation framework for staff development just proposed in Chapter 6 consists of an extensive array of elements: teacher characteristics, college needs, system policies, processes of staff development and program outcomes. Information needs to be collected about each of these. There is a variety of methods and associated measures that can be used, as well as a variety of people who can provide the required information. These are the two central concerns of this chapter - who are the relevant sources of information and when and how should information be collected.

We begin by indicating several alternative approaches to the collection of evaluation data about each of the elements and then propose what appears to us to be the most appropriate. This is followed by a detailed examination of the way this approach can be applied to the evaluation of a college staff development program. The aggregation of each of these college evaluation studies to provide an overview of the entire State staff development program is discussed in the next chapter. It should be pointed out that the intention of this study was to produce a college-based evaluation methodology.[1] Emphasis was therefore placed upon the development of methods and measures suitable for use within a college.

Sources of Evaluative Information

The successful evaluation of staff development must be congruent with its management. Earlier chapters have suggested two managerial models: the institutional management and staff autonomy models together with the concomitant notions of 'evaluation from above' and 'evaluation from below'. Evaluation from above implies that the responsibility for establishing the evaluative criteria and implementing the evaluation lies with the senior management of the system. In the case of the evaluation of an overall State program, senior management may refer to the State Staff Development Standing Committee to which the State Department has delegated substantial authority for the program. If the evaluation of a college staff development program is the concern, senior management will refer to the Principal or those senior staff whose responsibilities include staff development. Evaluation from below implies a quite different approach. In this case establishing the evaluative criteria and implementing the evaluation is the individual staff member's responsibility. These are two alternative approaches. At the end of Chapter 3 another possibility was suggested which focused upon a collaborative approach to staff development management. Consistent with this approach is a methodology for the evaluation of staff development which recognizes the different responsibilities of various staff members, both senior staff and general staff. These responsibilities are clearly spelt out in the case of the Department of Further Education:

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[1] In reaching this decision the researchers were guided by the advisory committee which felt that such an approach was consistent with the management of staff development in each of the State TAFE systems concerned in the study.

> The approved staff development concept clearly places responsibility for development on line management, but individuals retain responsibility for their own development. (Training and Development Branch, 1978)

Notwithstanding the difficulties already raised in regard to this model, a collaborative form of evaluation would seem to be the most appropriate. This approach was widely accepted in discussions with staff during the preliminary phase of the present study.

One of the difficulties of this sort of managerial model already mentioned is that its success is dependent upon 'a set of understandings about the continuing professional development of staff that is shared by all concerned and which, for both parties, adequately defines the process' (Chapter 3, p.39). A similar comment can be made about an evaluation strategy based upon a collaborative approach. The evaluation framework defined in the previous chapter is an attempt to provide a set of common understandings about what should constitute the evaluation of staff development.

In brief, the methodology for evaluation being proposed is one where each staff member collaborates. For most staff this will involve reviewing their own continuing development; for some others it will also include reviewing the continued development of their colleagues. Further, a set of elements about which data should be collected has been suggested which defines, in a manner acceptable to each of these groups, the breadth of an evaluation of staff development.

Evaluation viewed in this way relies heavily upon a two-way communication between general staff and senior management about particular elements

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contained in the suggested framework. This is a direct consequence of the notion of collaboration. One can think of three categories of staff in a college of technical and further education:

1 General staff including teaching and support staff;

2 Heads of sections having staff development responsibility for between about 3 and 100 staff;

3 Principals of colleges who may delegate their college staff development responsibility to staff development committees, or specific senior staff.

The methods by which data about specific elements of the program are collected could therefore involve each of the above three categories of staff in a way which reflects their staff development responsibilities. Ideally this data collection should provide the basis for communication between each of the categories of staff about important aspects of the staff development program. This would be equivalent to the descriptive phase of an evaluation study (Stake, 1967). It may involve both quantitative and qualitative techniques within the boundaries of the evaluation framework developed in the previous chapter.

This is not meant to indicate that information about all of the elements defined in that framework should be collected from each of these categories of staff. For example, general staff members may not be aware of the details of funding policy which currently apply in a particular system. Likewise staff development committees may not be aware of the needs of particular staff members. However all categories of staff will have their own views of the effectiveness of the program and each can quite usefully comment upon that. What is suggested is that whenever appropriate, different perspectives on the same issues be obtained from two or more categories of these staff. In those colleges where staff development officers are found, a further perspective is possible and should be examined.[1]

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[1] The approach being suggested should not be confused with staff appraisal. Staff appraisal incorporates many of the ideas expressed here but has two major differences. It is often associated with staff promotion. While that may be a long-term outcome of an individual participating in the program, it is not a prime concern of the evaluation. Secondly, the elements constituting the evaluation, including the criteria for judging program effectiveness, are defined by both senior management and general staff. This would not typically occur in staff appraisal.

It would be useful to present an overview of the strategy for the evaluation of staff development which emerges from these considerations, before examining in detail further aspects of the proposed methodology. This is done in the following section.

College-Based Evaluation of Staff Development - An Overview

A strategy for the college-based evaluation of staff development is proposed which is hierarchical in nature. This hierarchy reflects the breadth of staff development responsibility held by personnel in the colleges. Those at the top of the hierarchy need not always be the most senior staff. The documentation of the Victorian Technical Schools Division described earlier suggested that staff development committees, involving staff from all levels of the college organization, often held this overall responsibility. A major feature of the strategy is that it integrates both the institutional management and staff autonomy models of staff development and incorporates both summative and formative evaluation functions.

Figure 7.1 depicts the proposed strategy and the major evaluation reports by which data are collected. Each report contains a series of questions congruent with the staff development responsibilities held by the 'target' respondents. However it was not our intention to construct questions or exercises that incorporated all possible items that could be asked. Rather it was our intention to produce a set of core or basic items about which information might be sought. Further items could then be added which were relevant to a specific college and situation. A number of the core items might even be deleted if they were thought to be inappropriate. The important point is that the breadth of coverage of the evaluative strategy should not be restricted. Information about each of the elements of the evaluative framework outlined in Figure 7.1 remains an integral part of the descriptive phase of an evaluative study of staff development.

When Should the Data be Collected

Closely associated with who are the relevant sources of evaluative information is the question of when should this information be collected. If one is concerned with the continuing evaluation of a program, as is this study, the data collection will occur over the period of time in which the program is implemented. By contrast, if evaluation is summative then data collection will occur at one point of time.

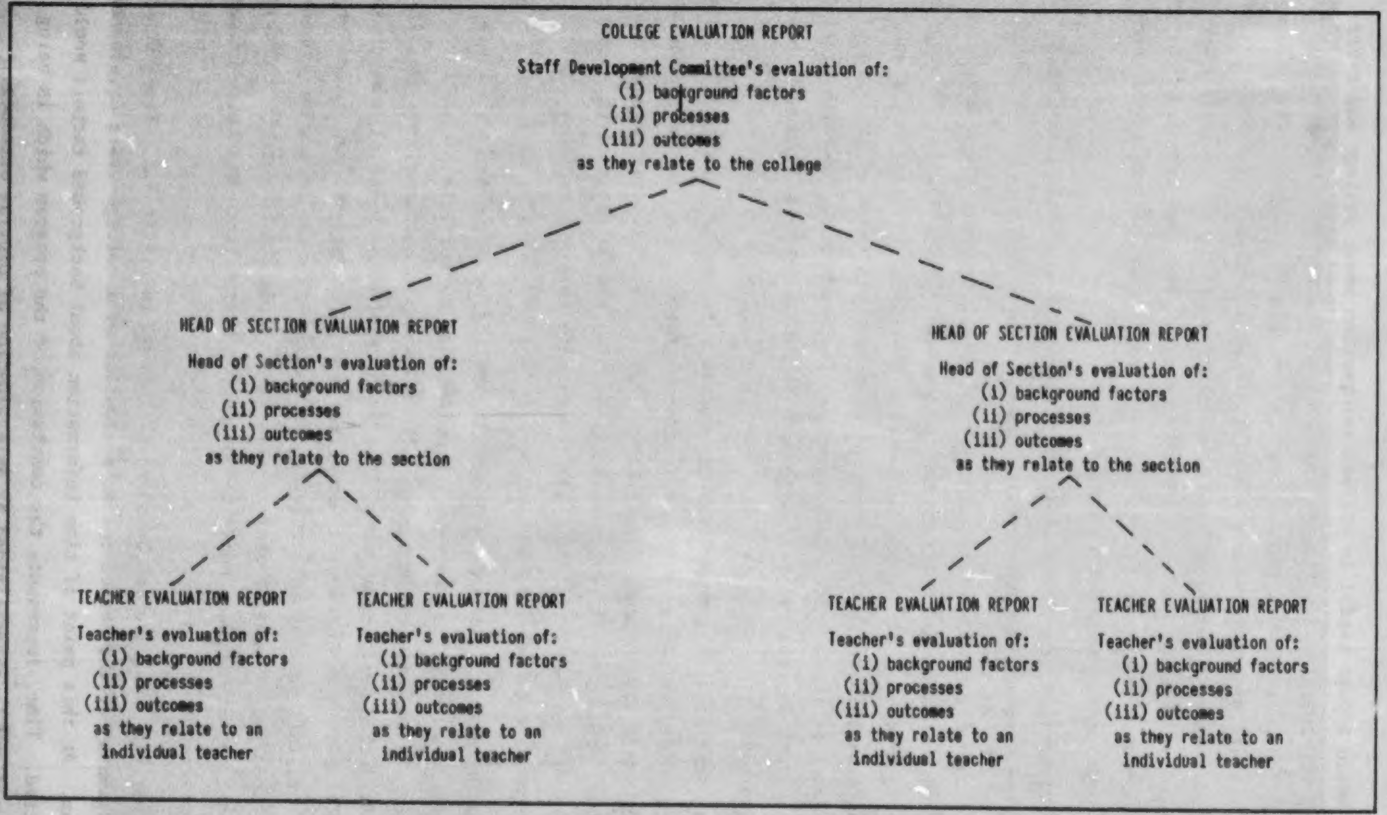
COLLEGE EVALUATION REPORT
Staff Development Committee's evaluation of:
(i) background factors
(ii) processes
(iii) outcomes
as they relate to the college
HEAD OF SECTION EVALUATION REPORT
Head of Section's evaluation of:
(i) background factors
(ii) processes
(iii) outcomes
as they relate to the section
HEAD OF SECTION EVALUATION REPORT
Head of Section's evaluation of:
(i) background factors
(ii) processes
(iii) outcomes
as they relate to the section
TEACHER EVALUATION REPORT
Teacher's evaluation of:
(i) background factors
(ii) processes
(iii) outcomes
as they relate to an individual teacher
TEACHER EVALUATION REPORT
Teacher's evaluation of:
(i) background factors
(ii) processes
(iii) outcomes
as they relate to an individual teacher
TEACHER EVALUATION REPORT
Teacher's evaluation of:
(i) background factors
(ii) processes
(iii) outcomes
as they relate to an individual teacher
TEACHER EVALUATION REPORT
Teacher's evaluation of:
(i) background factors
(ii) processes
(iii) outcomes
as they relate to an individual teacher

Figure 7.1 College-based Evaluation of Staff Development - An Overview

It would appear useful to collect information about college and staff needs and constraints affecting program participation at the beginning of the program. These background factors might serve as a useful basis for developing appropriate program aims and planning the most suitable processes to meet these aims. After a period of time the effectiveness of the program could be assessed in regard to a broad set of criteria. The time interval between the assessment of background factors and the evaluation of program outcomes will be dependent upon the following factors:

(a) The length of time for outcomes to become evident. This could be 12 months or more after an activity has concluded.

(b) The changing structure of the college. Until recently there has been a rapid turnover of staff in many educational institutions. To propose a two or three year period between the assessment of staff needs and the evaluation of a staff development program in terms of criteria related to those needs would have been inappropriate. Now with greater stability in college staff appointments such a proposal would be quite feasible.

(c) The funding arrangements for the program. It may be useful to link the period of evaluation to the set interval for which a college is funded for staff development. In the Technical Schools Division this is one year, and a similar period is envisaged for the colleges of the Department of Further Education. The danger with this is the close association between accountability and evaluation it could foster.

Taking each of these factors into account it would seem that a 12-24 month interval would be suitable. This would allow sufficient time for intermediate outcomes to emerge as well as immediate outcomes from activities to be evident. Evidence of possible long-term outcomes might also be present. In addition this period would incorporate a significant, but not excessive, amount of staff development activity (as indicated by the preliminary phase of the study). It would therefore allow the evaluation to serve a monitoring function, capable of responding to unexpected circumstance and hence preserve its formative role.

This time sequence can be shown as follows in Figure 7.2. Time$_1$ denotes the beginning of the period for an evaluation of a college staff development program. At this point of time information about background factors would be collected. Time$_2$ represents the conclusion of the program which is being evaluated and is characterized by an evaluation of program outcomes.

Time$_3$ is a replication of the exercise which occurred at time$_1$, but at a later date.

One further issue has been raised which requires comment. During the preliminary phase of the study a common complaint made by staff concerned the notion of a staff development 'program'. They felt that the idea of a program was too inflexible and not in keeping with their interests. These staff argued that staff development needs altered over time which, in turn, affected the types of activities immediately relevant to them and the types of program outcomes which were of value. An evaluation strategy must be sensitive to changes occurring between the measurement of background factors and program outcomes. If the needs of staff and college changed over this period with a resultant change in the aims of the program, then the evaluative criteria used to evaluate program outcomes must accommodate to those changes.

A Summary of the 'Who and When' Questions

A college-based evaluation of staff development is dependent upon the staff found in the college. Three relevant groups can be identified, each with its own staff development responsibilities. There are general staff responsible for their own further development, heads of section responsible for that of their subordinates and principals or staff development committees who are responsible for the overall college staff development program. Each group can provide information about staff development which is useful for its evaluation. That information can be obtained at one point of time.

time$_1$	time$_2$	time$_3$ ......
Evaluation of background factors, including needs, factors that restrict program participation.	Evaluation of program outcomes, including re-examination of evaluative criteria.	Evaluation of background factors, including needs, factors that restrict program participation

(N.B. time$_2$ and time$_3$ may occur simultaneously)

Figure 7.2 A Possible Time Sequence for the Evaluation of Staff Development

Alternatively information about specific aspects of the program can be collected over a period. In the latter instance evaluation assumes a more formative role, and may be congruent with the ongoing operation of the program.

How Should Information be Gathered?

From the outset it must be said that during the preliminary survey phase most staff strongly indicated that the introduction of formal procedures to the evaluation of staff development would be detrimental to the program. They said this would be true for both external and college-based approaches to evaluation. Indeed they were not at all sympathetic to questionnaire materials. Rather they arg[illegible] for a continuation of the less formal evaluation procedures that t[illegible] existed. However we would stress that without an extensively deve[illegible] understanding of staff development informal evaluation procedures are likely to lack the breadth of coverage demanded by the framework already outlined. Formal procedures, at least for the present, appear essential. This is not meant to indicate the necessity to adhere strictly to a set of procedures defined externally to the college and its staff. What would be advocated however is a set of formal procedures or guidelines, part or all of which may be used in their present form or adapted by individual colleges.

A questionnaire approach is suggested for the gathering of relevant information with, where appropriate, parallel forms of questions for each of the three 'target' categories of staff. This would enable the views of general staff, heads of section and staff development committees to be brought together and discussed. In the present study three such instruments were developed. These were:

(a) An Evaluation Report for Full-time Teachers (as an example of general staff members);

(b) An Evaluation Report for Heads of Section;

(c) A College Evaluation Report.

In addition a small number of related exercises were developed which were relevant to principals, part-time teaching staff and staff development officers.

Each of these evaluation reports gathered information about background factors, processes and program outcomes. This was a consequence of the time scale of the present study. It was not possible to gather information about background factors and then wait for a time interval of perhaps twelve months to document ongoing staff development processes and assess their effectiveness. In this regard the questionnaires approximated the evaluation design at time_2 and time_3 in Figure 7.2. They were designed however such that information about different aspects of the program could be gathered quite independently. One final general issue needs addressing before these instruments are discussed. We would argue that in the evaluation of staff development programs in technical and further education, whenever possible, different studies should adopt similar procedures, and even similar items, for the gathering of information about particular constructs. This facilitates a build-up of comparable knowledge about these programs. In the current study this was rarely possible. The only study in Australian technical and further education directly relevant was that of Mackay et al. (1978), and that was limited to only a small aspect of the proposed framework. Another useful study, already cited, was Batten's Schools Commission (Staff) Development Study (Batten, 1979). It provided both valuable insights at the theoretical level and contributed directly in a small number of instances to the questionnaire materials.

The Evaluation Report for Full-time Teachers

A teachers' evaluation report was designed which was concerned with the teachers' perceptions of the staff development program. Specifically the report had the following five purposes:

(a) to assist the teacher in identifying his or her own important staff development needs;

(b) to indicate the background factors that may reduce the teachers' willingness to participate in the program;

(c) to indicate the background factors which affect the introduction of new ideas and skills into classroom practice;

(d) to summarize the types of staff development activities attended by teaching staff during the previous 12 months;

(e) to estimate the effectiveness of these staff development activities as perceived by those who attended them.

The third, fourth and fifth purposes dealt with the operations of the program in the preceding 12 months. The first was concerned with the forthcoming program and the remaining purposes were relevant to either. The report therefore served both an evaluative function and a planning function. It was expected that the teachers could complete the report in about 40 minutes.

1 The important staff development needs of a TAFE teacher

Twelve areas of competency which relate to the role of a teacher in technical and further education have been stated in the previous chapter, p.139. Two questions are of interest:

(a) How important are each of these areas of competency for TAFE teachers to be effective in their job?

(b) To what extent do TAFE teachers require assitance in further developing each of these areas of competency.

The first question provides a profile of the desirable skills and understandings of a TAFE teacher as perceived by the teachers themselves. The second question is more closely associated with the planning of forthcoming programs. It could also serve as one basis for estimating the relevance of staff development activities currently provided by central staff development units and other external organizations.

The 12-item exercise that results from asking each of these questions is reproduced in Figure 7.3. It is also found in Appendix 2(6), and this Appendix contains the entire Evaluation Report for Full-time Teachers.[1]

The format of this question is similar to that used by Mackay et al. (1978), although the items were specifically developed to be relevant to the needs of staff actively engaged in teaching. This is in keeping with our earlier comments that evaluation studies should strive for uniformity wherever appropriate. One modification was made to the approach adopted by Mackay and his colleagues. Rather than assume each set of skills was related to the teachers' role and hence reflected a possible need, the teachers were asked whether this was in fact the case. Hence the first question in the exercise.

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[1] Appendix 2 contains the Evaluation Report for Full-time Teachers. Appendix 2(6) refers to page 6 of Appendix 2 and this terminology will be used throughout the report.

Below are twelve statements that concern the area of teaching	How important are the following for you to be effective in your job?			To what extent do you require further assistance in each of the areas listed?		
	of major importance	of moderate importance	of little or no importance	Essential	Helpful but not necessary	Not needed at all
1 Knowledge of Basic Subject Matter – relevant to the area of specialization in which one is teaching.	☐	☐	☐	☐	☐	☐
2 Teaching Skills Associated with Planning and Conducting Instructions – diagnosing student ability, specifying objectives, choosing appropriate teaching methods.	☐	☐	☐	☐	☐	☐
3 Understanding Assessment and Evaluation Procedures – selecting and designing appropriate assessment procedures for student achievement.	☐	☐	☐	☐	☐	☐
4 Skills in Curriculum Development – the preparation of new courses, knowledge of curriculum theory.	☐	☐	☐	☐	☐	☐
5 Knowledge of Modern Developments in Industry and Commerce – being aware of up-to-date procedures and the changing nature of the work environment.	☐	☐	☐	☐	☐	☐
6 Skills in Continuing Professional Development – diagnosing own staff development needs in relation to one's teaching practices.	☐	☐	☐	☐	☐	☐
7 Knowledge and Skills in a Wide Variety of Areas – not directly related to one's area of specialization.	☐	☐	☐	☐	☐	☐
8 Skills in Counselling Students – in areas such as study problems, job placement and personal problems.	☐	☐	☐	☐	☐	☐
9 Interpersonal Skills – in dealing with fellow staff, students and the community in sharing information, being sensitive to problems when they arise and responding to them positively.	☐	☐	☐	☐	☐	☐
10 Knowledge of 'Routine' Procedures – such as basic safety and first aid procedures, knowledge of the legal obligations of teachers, maintenance of records.	☐	☐	☐	☐	☐	☐
11 Knowledge of the Philosophy of TAFE – understanding the relation between one's own area of specialization and the overall TAFE program, within both the college and the system.	☐	☐	☐	☐	☐	☐
12 Knowledge of Elementary Administrative Procedures – introduction to staff and financial management.	☐	☐	☐	☐	☐	☐

Figure 7.3 Item Examining the Important Staff Development Needs of Full-time Teaching Staff

2 Background factors affecting attendance at activity

Three sets of background factors may restrict a staff member's attendance at a staff development activity. These are:

(a) system-wide policies;

(b) college policies;

(c) teacher characteristics.

Teachers' perceptions on a selection of these were sought, particularly those related to college policy and their own characteristics. Teachers may not be aware of many of the system-wide policies which indirectly restrict their participation in the program and which were outlined in the previous chapter. They were therefore not asked to comment on these.

A sample of items seeking teachers' views on a variety of background factors which may restrict attendance at staff development activities is presented in Figure 7.4. The entire set of ten items is found in Appendix 2(3).

A similar set of items was included in Batten's study (Batten, 1979) and provided a basis for the assessment of this aspect of the evaluative framework.

Various factors are responsible for teachers' inability or unwillingness to participate in some staff development activities.

Indicate for each of the following factors if it is of considerable, moderate, slight or nil importance to you by putting a tick in the appropriate box.

	Importance			
	Considerable	Moderate	Slight	Nil
Cost (e.g. for travel and registration)	☐	☐	☐	☐
Domestic and/or personal responsibilities	☐	☐	☐	☐
Difficulty of staff replacement	☐	☐	☐	☐
Reluctance to break continuity of teaching program	☐	☐	☐	☐

Figure 7.4 Constraints that Affect Attendance at Staff Development Activities: Sample Statement

3 Background factors that affect the introduction of new ideas

Two sets of possible background factors which might affect the introduction of new ideas etc. have been identified. The first set restricts the introduction of change, and in the teacher's questionnaire six such factors have been identified. The second set assists the teacher in introducing change and also comprises six factors. Sample items from each are presented in Figure 7.5 and the whole exercise, comprising 12 items, is continued in Appendix 2(4).

4 Staff development activities attended by teachers

Teaching staff were requested to indicate their participation in the staff development program over the previous 12 months. This served two purposes. Firstly it provided information about the staff development activities undertaken during that period. Secondly it focused the staff member's attention upon his or her participation in the program. This was a necessary

There are many reasons why ideas expressed and skills developed in staff development activities cannot be applied to the ongoing activities of the classroom and workshop situations. There are other factors which facilitate their introduction.

(i) To what extent did the following factors restrict the application of ideas and skills you gained from staff development activities during the last year? (If you have not attended any activities over the last year please go to Part B on next page)

	Effect			
	Considerable	Moderate	Slight	Nil
1 Insufficient materials or limitations of college buildings	☐	☐	☐	☐
2 General staff indifference to the introduction of new ideas	☐	☐	☐	☐

(ii) To what extent did the following factors facilitate the implementation of ideas and skills gained from staff development activities during the year?

	Effect			
	Considerable	Moderate	Slight	Nil
1 Flexibility of college administrative factors	☐	☐	☐	☐
2 Assistance from the staff of TAFE who possess particular expertise in the area	☐	☐	☐	☐

Figure 7.5 Background Factors Which Affect Application to the Classroom and Workshop: Sample Statements

precursor to estimating the effectiveness of the program.

Two points need to be made.

The first concerns the suggested time interval of 12 months. Earlier in this chapter the optimal time interval which would adequately define 'the program' was discussed. It was argued that 12 months would probably include a significant number of staff development activities. Provided the activity was spread evenly throughout that period one might reasonably expect intermediate outcomes from at least earlier activities to be manifest at the time teachers were asked to comment upon the effectiveness of the program.

The second point concerns the types of activities to be included. In a covering letter to teachers the definition provided of staff development activities was quite broad. To quote a section of that letter:

> Throughout this report the staff development program is meant to include those planned activities directed towards improving your performance on the job, preparing you for specific progression within the system and providing an extensive base of experience to assist you in adjusting to change. Some of these activities will be formal, e.g. seminars, short courses, induction courses; others will be less formal, e.g. consultancy with educational services/staff development officers or members of TAFE services. However courses directed towards a formal teaching qualification are not included. (Letter to full-time TAFE teachers, Appendix 2)

Teachers were asked to indicate three characteristics of the staff development activities they attended. These were:

(a) major purpose - Technical or Specialist Area (content specific to current work or to future work).

Teaching Practices (emphasis on knowledge of specific teaching methods, use of audio-visual equipment, etc.).

Curriculum Development and Evaluation (the developing and evaluating of new courses, materials or methods).

Management and Organization (management theory and practice, TAFE systems, finance, team skills, forward planning).

School and College Development (clarification of goals of schools and ways of achieving them, etc.).

Sundry (including first aid and safety procedures, teacher's personal development).

(b) the typical activity - conference, short-course, seminar etc.

(c) organizer of activity - college-based, centrally initiated, industry initiated, etc.

It was also expected that teachers would, where appropriate, specify the title or name of the activity.

This exercise is found in Appendix 2(1).

5 Program effectiveness

A large number of possible outcomes of the staff development program were identified in the preceding chapter. Some applied to the individual teacher, some to the colleges and others to the system in general. A selection of 14 of these possible outcomes, representative of the entire set, was [illegible] for the purposes of this report. It was felt that this represented the maximum number of outcomes, and in effect evaluative criteria, about which the staff could be expected to comment.

The evaluation report was directed towards teachers. Therefore statements concerning the various types of outcomes was phrased in such a way so that it was relevant to individual staff members. For example, a college benefit of the program might be 'the widespread introduction of modern teaching procedures across the college'. This was worded as follows: 'introduction of new teaching procedures into your lessons'.

This exercise dealing with the teacher's estimation of program effectiveness is reproduced in Figure 7.6. It is clearly an estimation exercise, based upon the subjective judgments of those who attended the activities. Being subjective some of the estimates will be more reliable than others. One would expect that with assistance and practice the teachers might become skilled at making such judgments and an increase in reliability would result. This issue is dealt with more fully in the discussion of the Heads of Section Evaluation Report.

A further question was included enabling staff members to indicate what further effects might accrue from the staff development activities over the next 12 months. This question was an attempt to tap the possible development of intermediate outcomes, particularly those deriving from activities which occurred close to the time at which the evaluation report was completed. Teachers were not given a checklist of possible outcomes as in the above exercise. Finally teachers were asked to indicate those activities which they felt most worthwhile and those which were least worthwhile.

Questions related to program effectiveness are found in Appendix 2(2-3).

Changes in both individual and college effectiveness can be brought about by many factors, such as increased staffing, re-allocation of physical resources, etc. Consider now only the effects of staff development activities that you have attended. If you have not attended any activities over the last year please go to Section IV on the next page.

(i) How much effect has the staff development activities, indicated above, had upon the following possible outcomes during the last year?

	Effect			
Some possible outcomes of staff development activities	Considerable	Moderate	Slight	Nil
Increased your confidence in dealing with students	☐	☐	☐	☐
Improved your teaching performance	☐	☐	☐	☐
Introduction of new teaching procedures into your lessons	☐	☐	☐	☐
Changes in the content of courses taught in response to modern business and industry practices	☐	☐	☐	☐
Development of a team work approach to reaching the goals of the department or college	☐	☐	☐	☐
Increased your awareness of the future needs of industry and commerce	☐	☐	☐	☐
Increased knowledge of concepts and skills related to your teaching	☐	☐	☐	☐
Increased your satisfaction in teaching	☐	☐	☐	☐
Gave you a greater understanding of the total work of the college	☐	☐	☐	☐
Increased your adaptability to future organizational changes	☐	☐	☐	☐
Prepared you for future positions of responsibility	☐	☐	☐	☐
Increased your commitment to the educational goals of the department or college	☐	☐	☐	☐
Improved your consultative contribution to outside organizations	☐	☐	☐	☐
Lead to the exchange of information about courses, etc., between colleges of further education	☐	☐	☐	☐
Other:	☐	☐	☐	☐

Figure 7.6 Question on the Teacher's Evaluation Report Examining the Effectiveness of Activities Attended by Individual Teachers

Early in the trial phase of the methodology it was suggested that teachers be asked to comment upon the relative importance of those possible outcomes of the staff development program which were most closely associated with them as individual teachers. This was the group identified in the previous chapter on pages 123-5. Teachers were therefore asked to rank in order of importance to them eight possible benefits of the program. This exercise is included in the Teachers Evaluation Report.

6 Other items included in the report

As well as being designed to evaluate the effectiveness of the program over the preceding 12 months, another major purpose of the instrument was to assist in planning the most appropriate program for the ensuing year. Accordingly, staff were asked to suggest appropriate strategies and activities to be implemented over the next 12 months.

In addition teachers were also given the opportunity to make further comments upon the operations of the staff development program in their college.

The Teacher's Evaluation Report for Full-time Teachers - a Summary

A summary of the evaluation report for full-time teachers has been included in Table 7.1. This report was designed to gather information about the background factors, processes and outcomes which have been described in the previous chapter. In the accompanying table both the general category of variables comprising the proposed framework and the specific elements being evaluated has been recorded for each of the sections in the report.

The Head of Section Evaluation Report

An evaluation report was designed to obtain the heads of section perceptions of the staff development program. It comprised two major parts. One analysed needs of staff, the section and the college. The second was directed to other elements of the evaluative framework about which the heads of section would have definite knowledge. In particular the Heads of Section Evaluation Report had the following six purposes:

(a) to define the important staff development needs of section heads, full-time teaching staff and part-time teaching staff (where applicable);

(b) to define the organizational needs of sections within the college and of the overall college;

Table 7.1 A Summary of the Evaluation Report for Full-time Teachers

Section or Question No. No. of items	Aspect of framework being evaluated		Appendix 2
	General category	Specific element	page no.
PART A: The program over the previous 12 months			
[illegible] ... (6)	Processes	individual strategies	1
II (i) ... (14)	Outcomes	benefits to staff member benefits to college benefits to system	2
II (ii) ... (1)	Outcomes	future possible benefits	2
III ... (2)	Process/Outcomes	specific strategies/ specific benefits	3
IV ... (10)	Background factors	staff member, college and system-wide factors affecting program participation	4
V (i) ... (6)	Background factors	college and system characteristics restricting change	5
V (ii) ... (6)	Background factors	college and system characteristics facilitating change	5
PART B: Evaluation of needs and forthcoming program			
I ... (12)	Background factors	teacher needs	6
II ... (8)	Outcomes (Priorities in)	benefits to individual staff member	7
III ... (1)	Processes (Future)	individual strategies	7

(c) to indicate the background factors which restrict the staff of each section from attending staff development activities;

(d) to indicate the background factors which affect the introduction of ideas gained from activities into classroom practice;

(e) to summarize the staff development activities attended by staff of each section during the previous 12 months;

(f) to estimate the overall effectiveness of the staff development activities attended by the staff of each section.

Clearly the first four statements relate to the general category of background factors, the fifth to processes and the final statement to the outcomes of the program. As in the case of the teacher's report, some of the statements (the last three) refer to the staff development program during the preceding 12 months. By contrast, the first two statements are relevant to the planning of future programs. Finally, the third statement seeks information which is relevant to understanding staff participation in the previous years program and assists the planning of suitable activities which staff are more likely to attend in the future.

The measures used to evaluate each of these aspects of the program will be considered. It will be recalled that underlying the proposed methodology was the intention to obtain the perceptions of different categories of staff about the same elements contained in the evaluative framework. Therefore the instruments developed for senior staff, and in particular heads of section, paralleled those for the general teaching staff. Where parallel items occur a detailed discussion of the item can be found in the section dealing with the teacher's evaluation report. The entire evaluation report for heads of section is reproduced in Appendix 3.

1 Staff and organizational needs

Five separate instruments were developed to evaluate the important staff (and organizational) development needs of:

(a) the head of section;

(b) the full-time teaching staff of the section;

(c) the part-time teaching staff of the section;

(d) the section as a subsystem in an organization;

(e) the college as an organization.

The first three instruments focused upon the following questions:

- How important were each of a number of specific competencies for staff to be effective in their job?
- To what extent did staff in each section require assistance in further developing each of these areas of competency?

Following the work of Mackay et al. (1978), 10 areas of competency in college management and administration were identified in Chapter 6 as being pertinent to the role of senior management, and in this case the head of section. Twelve areas of competency have been suggested as relevant to teaching and these were detailed in the section dealing with the full-time teacher's evaluation report. The same list of competencies was used for part-time staff as there was no reason to believe that the teaching-related competencies relevant to part-time staff would differ markedly from those of full-time staff.

The scales used to evaluate the important staff development needs of heads of section were the same as those used for full-time teachers in their own evaluation reports. However the scales used to obtain the heads of section perceptions of the needs of full-time staff in their own section were different. In this instance the head of section was asked to consider all the staff in his or her section and then answer each of the above two questions. These scales as they relate to full-time staff have been reproduced in Figure 7.7. The same scales applied for part-time staff.

A comment in regard to the right-hand scale is appropriate. The instrument was designed to identify the most critical needs in staff development. For that reason the categories 'most teachers', 'a few teachers', 'no teachers' were used. In hindsight a different set of categories may have been preferable.

How important do you think the following skills and abilities are for the full-time teachers of your department and its effective functioning?			How many of your full-time teachers do you think require further assistance in each of the following areas?		
of major importance	of moderate importance	of little or no importance	most teachers	a few teachers	no teachers
☐	☐	☐	☐	☐	☐

Figure 7.7 Scales used in the Head of Section Evaluation Report to Assess the Important Staff Development Needs of Full-time Staff

The last two instruments were directed towards the following two questions:

(a) How important were each of a number of organizational processes for the effective running of a section or college?

(b) To what extent do these organizational processes require further development in the section or college?

Seven organizational processes were listed in the instrument dealing with the needs of a section and nine in the college-related instrument. Each of these organizational processes have already been discussed in the previous chapter. It is perhaps worth pointing out that the instruments used to evaluate organizational processes in sections and colleges only represent a possible starting point for the development of more sensitive approaches to this aspect of the evaluation strategy.

The five instruments designed to assess the important staff and college development needs of the TAFE system are found in Appendix 3(8-13).

2 Background factors affecting attendance at activities

To ascertain their perceptions of the background factors which restrict staff attendance at activities, the heads of section were asked the same question as was asked of their staff. That is they were asked to report upon the effects of the same 10 background factors as were presented in the teacher's evaluation report. One important difference was that rather than indicating the effect of these factors on their own attendance they were asked to indicate the effect of these factors on the attendance of their staff. This question is found in Appendix 3(5).

3 Background factors affecting the introduction of new ideas

The same question as was developed for the teacher's evaluation report was used to obtain the heads of section perceptions of those factors which either restrict of facilitate the introduction of new ideas gained from the program into classroom practice. This is described on p.141 of this chapter and is included in Appendix 3(6).

4 Staff development activities attended by staff

Heads of section were requested to indicate staff attendance at staff development activities during the previous 12 months. This included both their own participation in the program and that of their teaching staff.

As in the case with teachers, there were two purposes for this request and possibly these were more important for senior staff than for general teachers. Firstly it focused attention on the various staff development activities attended by teaching staff during the previous year. Since this information was not always available, often senior staff needed to consult with their teaching staff in order to obtain details of their participation in the program. Secondly, it provided a basis on which senior staff could make an estimate of the effectiveness of the program. This function was further enhanced when the procedure necessitated the heads of section actively seeking information from their staff.

The heads of section were asked to characterize the activities attended by staff in a manner similar to that of the teacher's evaluation report. That is, they were asked to indicate:

(a) the broad purpose of the activity;

(b) the type of activity;

(c) the organizer of the activity.

Since more than one staff member from a section may have attended a particular activity an indication of the approximate number of their staff attending was requested.

The relevant items for this section of the Heads of Section Evaluation Report are found in Appendix 3(1,2).

5 Program effectiveness

Teachers were asked to estimate the effects of attending staff development activities upon 14 possible outcomes. Heads of section were asked a similar question. This time however they were requested to consider the effects of all activities attended by themselves and their staff. Again the same 14 possible outcomes were presented except that now they were phrased in such a way as to refer to staff (plural) and the functioning of the section. For example, 'Introduction of new teaching procedures into your lessons' was changed to '... into the department' in the evaluation report completed by heads of section.

To require heads of section to make subjective judgments about the effects of the program upon such outcomes as 'increased confidence of staff in dealing with students' is a difficult task. It immediately raises questions of the reliability of their estimates. An even less reliable estimate could be expected of a possible outcome such as 'increased adaptability of staff members to future organizational changes'. In contrast one might expect fairly sound estimates of the program's effect upon the 'introduction of new teaching procedures into the section' or 'changes of content of courses taught in response to modern business and industry practices'. Each of these latter outcomes are directly observable in the ongoing practices of the section.

Reliability of subjective estimates of effectiveness is an important issue in developing an evaluation strategy. The present study tried to overcome it by asking heads of section how confident they were of their estimate of the effectiveness of the program in relation to each of the listed outcomes.[1] This aspect of the strategy has been included in Figure 7.8

Confidence of Evaluation Estimate of Possible Staff Development Outcomes

How confident are you of your estimate of the effect of the overall staff development program upon each of the possible outcomes that were listed? Refer to page 3 of your Head of Department Evaluation Report.

	Highly Confident	Moderately Confident	Slightly Confident	Not at all Confident
Increased confidence of staff in dealing with students	☐	☐	☐	☐
Improved teaching performance of staff	☐	☐	☐	☐
Improved consultative contribution of staff to outside organizations	☐	☐	☐	☐
Lead to the exchange of information about courses, etc., between TAFE colleges	☐	☐	☐	☐

Figure 7.8 Assessing the Reliability of Estimates of Program Effectiveness made by Heads of Section: Sample Statements

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[1] A similar approach has been adopted by Tydeman and Mitchell (1977) in their work on decision-making in the context of uncertainty.

In brief, this exercise served two important functions. Firstly, it encouraged the heads of section to be more prepared to make subjective estimates than they might otherwise have been. Secondly, it provided an indication of the reliability of the estimates made by these senior staff.

Heads of section were also asked to comment upon the possible effects of the program over the ensuing 12 months and to indicate the most and least worthwhile activities attended by staff.

The parts of the Head of Section Evaluation Report dealing with each of these aspects of program effectiveness are found in Appendix 3(3,4,7).

6 Other items included in the report

Heads of section were given the opportunity to indicate possible staff development activities appropriate to their own requirements, those of their staff and finally that of the section as an organization. This was contained at the conclusion of the needs analysis component of the report and is found in Appendix 3(14).

The Head of Section Evaluation Report - a Summary

Heads of section hold particular views about many of the elements which comprise the proposed evaluative framework. Being, in a sense, midway between the general teaching staff and the most senior level of college management one would expect these views to be influenced by a working knowledge of the concerns of both groups. This places them in a fairly unique position for analysing the organizational needs of the college and section and for assessing the background factors which affect the success of the program.

Table 7.2 comprises a summary of the entire Head of Section Evaluation Report and relates each of the questions contained in that report to the specific elements of the evaluative framework which guides this study.

The College Evaluation Report

In each college the principal has overall responsibility for the staff development program. In practice that responsibility may be delegated to another staff member or a staff development committee. This committee may be either of the principal's own choosing or else elected by staff. An evaluation report was developed that would be useful for such a committee in their administration of the college program.

Table 7.2 A Summary of the Head of Section Evaluation Report

Section or Question No. No. of items	Aspect of framework being evaluated		Appendix 3
	General category	Specific element	page no.
PART A: The program over the previous 12 months			
I ... (6)	Processes	individual strategies/ section program	1,2
II (i) ... (14)	Outcomes	benefits to staff member benefits to section/college benefits to system	3
II (ii) ... (1)	Outcomes	future possible benefits	4
III ... (2)	Processes/Outcomes	specific activities/ specific benefits	4
IV ... (10)	Background factors	staff member, college and system-wide factors affecting program participation	5
V (i) ... (6)	Background factors	college and system characteristics restricting change	6
V (ii) ... (6)	Background factors	college and system characteristics facilitating change	6
VI ...(14)	Outcomes	confidence of estimates	7
PART B: Evaluation of needs and the forthcoming program			
I ... (10)	Background factors	senior management needs	9
II ... (12)	Background factors	full-time teacher needs	10
III ... (12)	Background factors	part-time teacher needs	11
IV ... (7)	Background factors	section (organizational) needs	12
V ... (8)	Background factors	college (organizational) needs	13
VI ... (3)	Processes (Future)	future individual strategies	14

The College Evaluation Report had two general aims. One was to indicate the effectiveness of the entire college program implemented during the preceding year - a summative function. The second was a planning function to assist in the design of a college staff development program for the forthcoming year. This latter function was much more closely related to formative evaluation. The specific purposes of the College Evaluation Report can be summarized as follows:

(a) to describe the procedures by which the college staff development program is implemented;

(b) to bring together the needs of the entire staff and those of the college as an organization;

(c) to examine the effects of background factors, particularly system-wide factors, upon the operations of the program;

(d) to evaluate the effectiveness of the program in relation to the college and its staff;

(e) to clarify value judgments about the worth of the possible outcomes of a staff development program;

(f) to indicate the usefulness of various staff development strategies in meeting the needs of the college and its staff.

The second, fifth and sixth statements relate to the planning function of the report. The fourth is directed towards summative evaluation. The first and third statements refer to the need to provide useful information for understanding the effectiveness of the previous year's program and designing a realistic program for the forthcoming year.

The College Evaluation Report comprised two major parts. The first part sought information in relation to all the above statements except the fifth. This was the subject of a separate exercise. Both exercises which comprise the College Evaluation Report are contained in Appendix 4.

1 Managing the college staff development program

Five tasks have been proposed as relevant to the management of the college staff development program. In this regard the report was concerned with:

(a) the structures for overall management and policy formulation;

(b) the procedures used for identifying staff and college needs;

(c) the procedures used for establishing priorities for the allocation of resources;

(d) the procedures used for the evaluation of activities;

(e) the procedures used for the dissemination of information derived from activities.

A supplementary concern should have been the procedures used for the distribution of funds from the committee to an individual staff member when attending a particular activity. This information was obtained during the trialling of the instruments.

Unlike most of the other questions asked in this evaluation report, those seeking information about individual college procedures were open-ended and colleges could discuss in detail their managerial procedures. These questions are incorporated in Appendix 4(1-3).

2 The major needs of staff, sections and the college

One would expect those in charge of planning a staff development program to be aware of the most common needs of staff (both teaching and non-teaching) and the organization. We asked the staff development committee to indicate what were these current needs, utilizing the following broad categories:

(a) technical or specialist skills - including knowledge of basic and advanced techniques and subject matter.

(b) teaching practice and curriculum development skills - including conducting and planning instruction, evaluation procedure, curriculum development.

(c) management and administrative skills - including knowledge of TAFE administration, leadership, procedures of staff management, financial management, college administration.

(d) personal development - including understanding of a broad range of educational issues, interpersonal skills.

(e organizational development of both college and departments - including specification and evaluation of goals, job satisfaction of staff, integration of college curriculum.

Within each category the staff development committee was asked to stipulate those groups of staff to whom the expressed needs were relevant. It was also expected that the staff development committee could use the information about staff and college needs supplied by the heads of section.

Items related to the staff development committee's perceptions of each of these areas of need are to be found in Appendix 4(6,7).

3 Background factors affecting program participants

The staff development committee was asked to report on background factors that affect staff participation in the program. In particular they were asked to comment upon system-wide policies concerning staff development. Staff development committees, rather than general staff, are more often aware of the effects of policies and other features of the system upon the program. The committee was also asked to comment upon some college- and teacher-related background factors which were examined in both the teachers and heads of section evaluation reports.

A sample statement from this question is presented in Figure 7.9 the entire question is found in Appendix 4(8).

4 The overall effectiveness of the program

A staff development committee (or the person in charge of the program) is in a good position for evaluating the effectiveness of the program. Such a committee has a general overview of the program throughout the entire college. However the members of a committee may not have access to specific details of program effects at the sectional level. To overcome this difficulty we asked those in charge of staff development to consider firstly

Colleges have suggested many system-wide factors that limit the effectiveness of the staff development program. A selection of these is presented below. Please indicate the extent to which you consider each factor restricts the effectiveness of staff development in your college.

	Extent of Effect			
	Considerable	Moderate	Slight	Nil
The central approval of funds from TAFE for interstate travel	☐	☐	☐	☐
The present policy of allocating central and college funds for staff development	☐	☐	☐	☐
Provisions for staff replacement while attending short courses, seminars, etc.	☐	☐	☐	☐
Provisions for staff replacement while participating in longer term activities e.g. industrial leave	☐	☐	☐	☐
The amount of support offered by TAFE Services and TAFE Staff Development	☐	☐	☐	☐

Figure 7.9 The Effects of Certain System-wide Policies and Characteristics Upon Program Participation: Sample Statements

the effects of the program as perceived by the heads of section in the college. They were then to make their assessment of the overall effectiveness of the program throughout the college. This seemed an appropriate means to combine both the need for specificity and a general overview of the program. To further assist the staff development committee it was also suggested that it refer to the staff development activities attended by staff and listed by the heads of section.

A sample of this section of the College Evaluation Report is included in Figure 7.10 and the entire section is found in Appendix 4(4).

As was the case for both teaching staff and heads of section, those in charge of staff development were asked to comment upon:

(a) what further benefits of the program they thought would be realized during the next year.

(b) which of the activities were of most benefit to the individual staff member and to the organization as a whole.

Questions directed to each of these purposes are contained in Appendix 4(5).

Please consider all the staff development activities of the college that have been listed by the Heads of Departments. Also consider the benefits resulting from these activities that they have indicated.

In your estimation, how much effect has the overall staff development program had upon the following possible outcomes during the last year?

	Effect			
Some possible outcomes of the Staff Development Program	Considerable	Moderate	Slight	Nil
Increased confidence of staff in dealing with students	☐	☐	☐	☐
Improved teaching performance of staff	☐	☐	☐	☐
Introduction of modern teaching procedures across the college	☐	☐	☐	☐

Figure 7.10 The Effectiveness of the 1978 College Staff Development Program

5 The potential value of staff development strategies

A wide variety of possible staff development strategies have been outlined in the previous chapter. It is useful to ask those planning a staff development program to consider the suitability of these processes for meeting the needs of their staff and the college in general. One can do this in a variety of ways. For example Mackay et al. (1978) asked senior management to assess the relative importance of 14 possible strategies (they used the term 'delivery systems') for each of nine clusters of management and administrative skills. Adopting that approach to the present study would have involved staff development committees in assessing the relative importance of about 12 staff development strategies in each of the five broad areas of need outlined above. In effect that would result in asking them to make a total of 60 different judgments, or perhaps even more if one was also concerned with separate categories of staff. One would suspect that such a task would be rather onerous and possess doubtful reliability, particularly at the conclusion of a lengthy evaluation report.

An alternative approach was adopted. The researchers selected a sample of 11 possible strategies which had been frequently mentioned during the preliminary phase of the study as being valuable. The staff development committee was then asked to estimate the potential value of each of these strategies in regard to the aims of their program in the forthcoming year. This set of strategies is reproduced in Figure 7.11.

6 The potential value of staff development outcomes

Decisions about program effectiveness are dependent upon the priorities accorded to the various outcomes of the program. Staff had been asked to indicate the effectiveness of the staff development program in terms of some possible outcomes. Therefore it was important to ask those responsible for judging the overall effectiveness of the college program, how much value they place on each outcome. In effect, they were being asked to indicate which of the outcomes, and hence evaluative criteria, were most important.

It will be recalled that three lists of possible outcomes were suggested in Chapter 6. The first list of outcomes were those directly related to the individual staff member; the second were related to the overall functioning of the college; and finally the third list concerned the TAFE system as a whole.

Below are samples of strategies which may characterize the staff development program. How much potential value do you think each would have in achieving the outcomes you have mentioned?

	Potential Value			
	Considerable	Moderate	Slight	Nil
Organizational development strategy involving an external consultant	☐	☐	☐	☐
Short term visits to industry observing the use of modern equipment and the current work environment	☐	☐	☐	☐
Whole term release to have working experience in industry	☐	☐	☐	☐
Short courses in administration and teaching methodology	☐	☐	☐	☐
Conferences for specialist areas organized by people outside the college	☐	☐	☐	☐
Visits to other colleges to examine teaching practices, administrative procedures and curricula	☐	☐	☐	☐
Workshops, demonstrations and training programs organized by industry and commerce	☐	☐	☐	☐
Residential programs for senior staff focussing on management and administration	☐	☐	☐	☐
Consultancy, utilizing the resources of TAFE, educational institutions and industry	☐	☐	☐	☐
Meetings of colleagues with common 'specialist' interests, (e.g. subject association meetings) either in the college or outside the college	☐	☐	☐	☐
The presence of a permanent staff development officer in the college	☐	☐	☐	☐

Figure 7.11 The Usefulness of Certain Staff Development Strategies in Achieving Intended Program Outcomes

Consider as a working example of the process used to obtain this information the possible college-related outcomes summarized in Figure 7.12 The entire exercise is contained in Appendix 4(11-15).

How high a priority do you place on each of these possible benefits of the staff development program as far as your college is concerned?

Possible benefits to the college as an organization	Step 1 Priority	Step 2 Weighting
1 A fostering of professional contact between teaching and non-teaching staff.	----	----
2 The development of a co-operative approach, involving all levels of the staff, in reaching the goals of the college.	----	----
3 A stronger commitment by all staff, both teaching and non-teaching, to the educational goals of the college.	----	----
4 The development of a work environment where staff are satisfied with their job.	----	----
5 A more accurate prediction of possible future needs of the community which the college serves.	----	----
6 An increased understanding by all staff of the total work of the college.	----	----
7 A wider introduction of modern teaching techniques across the college.	----	----
8 The development of new college curricula in response to modern business and industrial practices.	----	----
9 More effective utilization of library and audio visual resources in the college by both staff and students.	----	----
10 An increased efficiency of both secretarial and office services.	----	----
11 More effective use of vocational and personal counselling services offered by the college.	----	----
Other:		

Figure 7.12 Exercise for Examining the Relative Importance Colleges Place Upon the Various College-related Outcomes of a Staff Development Program

Firstly, the staff development committee was asked to indicate its priorities among the various possible benefits of the staff development program. This was done by ranking the outcomes from 1 (highest priority) to 11 (lowest priority) in terms of their importance to the future effective functioning of the college. The committee was also provided with the opportunity to include any unlisted outcomes which they valued highly.

The next step was to scale or weight each of these priorities to provide some estimate of the relative distance between rankings. This is an important aspect of the exercise because one might find that outcomes ranked first, second and third in order of priority might be each highly valued but that remaining outcomes might be considered of far less value.

By means of this exercise[1] a set of evaluative criteria could be established that was relevant to a particular college and against which the effects of the program could be legitimately compared. More accurate judgments could then be made about the overall effectiveness of the program.

The College Evaluation Report - A Summary

Perceptions by staff development committees of the various elements contained in the proposed evaluative framework are an important source of information for both a formative and summative evaluation of college development programs. A College Evaluation Report was designed that would provide information about each of these aspects of evaluation. A summary is included in Table 7.3 on the following page.

Administration of the Strategy

Earlier in this chapter it was argued that a college-based evaluation of staff development should involve a process of communication between senior staff and general staff. In this way both individual and organizational needs might be met. There are a number of possible ways of administering the proposed strategy to ensure communication between different categories of staff. For example, heads of section may complete their evaluation report after discussing each of its aspects with section staff. Alternatively general staff and heads of section may complete their reports quite independently and meet to discuss them at a later date. Furthermore the suggestion

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[1] During initial trialling it became evident that difficulties were experienced by a small number of those completing the exercise due to overlap between some of the outcomes. Further clarification in the definition of these outcomes is required.

Table 7.3 A Summary of the College Evaluation Report

Section or Question No. No. of items	Aspect of framework being evaluated		Appendix 4
	General category	Specific element	page no.
PART A: The management of staff development in the college			
I ... (2)	Processes	managerial structures	1
II ... (2)	Processes	formulation of aims allocation of resources	2
III ... (2)	Processes	evaluation procedures dissemination of information	2,3
PART B: The effectiveness of the 1978 program			
I ... (14)	Outcomes	benefits to staff members benefits to college benefits to system	4
II ... (1)	Outcomes (future)		5
III ... (1)	Processes/Outcomes	specific activities/ specific benefits	5
PART C: The staff development program in the forthcoming year			
I ... (1)	Outcomes	the values of different benefits to staff members, college and system	6
II ... (5)	Background factors	needs of staff needs of organization	6,7
III ... (15)	Background factors	system-wide, college and staff characteristics affecting participation	8
IV (i) ... (11)	Processes	specific strategies (potential value of)	9
IV (ii) ... (1)	Processes	specific strategies (future)	10
PART D: Priorities among possible outcomes			
I ... (8)	Outcomes	benefits to individual staff members (priorities among ...)	13
II ... (11)	Outcomes	benefits to college (priorities among ...)	14
III ... (6)	Outcomes	benefits to system (priorities among ...)	15
IV ... (1)	Outcomes	benefits (overall priorities among ...)	12

has been made already that staff development committees could utilize information provided by heads of section before completing their reports.

Due to the time and resources available a restricted trial of the strategy was conducted. This is discussed in detail in Chapter 8 of this report, but briefly, teachers completed their evaluation report independently of the head of section and the heads of section completed their reports after only a little interaction with their section staff. However the staff development committees generally had access to the heads of section evaluation reports before commenting about the college staff development program. This would represent only a minimal implementation of the proposed strategy, with little assistance offered to the individual staff member and no continuing support provided to ensure its more formative aspects.

Other Related Instruments

It is useful to obtain information about the staff development program from as many different categories of college staff as possible. This leads to greater validity in judging the overall effectiveness of the program. The instruments which have been developed may be modified to obtain most of this information. Three such instruments were designed. One was relevant for part-time teachers, the second for principals and the third for staff development officers. Each will be briefly commented upon.[1]

The Part-time Teacher's Evaluation Report

Details of the full-time teacher's evaluation report have already been given. Since few part-time teaching staff had attended activities as indicated by the preliminary phase of the study, a very much abbreviated form of that report was developed.

Three questions appeared important:

(a) What are the important areas of competency for a part-time TAFE teacher to be effective in his or her job?

(b) To what extent does a part-time TAFE teacher require assistance in further developing each of these areas of competency?

(c) What are the factors which most restrict the attendance of part-time staff at staff development activities?

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[1] These instruments are contained in Appendices 5-8.

The items used to examine these questions were identical to those used in the full-time teachers evaluation report. This report is included in Appendix 5.

The Principal's Evaluation Report

Principals, like staff development committees, are in a unique position in the college structure in that they have a broad overview of the program. They could therefore be expected to comment upon many of the issues raised in the College Evaluation Report. In the present study it was decided to limit the extent of information sought from principals and to focus more on those aspects of the program which directly affected them. This lead to an evaluation report which had the following five purposes:

(a) to identify the important staff development needs of the principal;

(b) to identify the important development needs of the college;

(c) to indicate the background factors which restrict the principal's participation in the program;

(d) to summarize the staff development activities attended by the principal over the previous 12 months;

(e) to estimate the overall effectiveness of the above staff development activities.

This resulted in a short questionnaire which incorporated questions asked in the full-time teachers and heads of section evaluation reports. Only minor modifications were necessary and this evaluation report is reproduced in Appendix 6.

The Staff Development Officers Report

Staff development officers, like staff development committees, have an overview of the staff development program in the college. One could reasonably expect them to be able to evaluate the many facets of the program in the three major reports described above. In so doing they would provide another source of evidence useful in judging the worth of the program. Rather than ask them to give their views about each of the specific elements which comprise the evaluative framework, it was decided to focus upon their perceptions of the staff and organizational needs of their college. An evaluation report was designed to provide the following information:

(a) the importance of each of a number of competencies for particular groups of staff members to be effective in their job;

(b) the extent to which particular groups of staff members require assistance in further developing those competencies;

(c) the importance of each of a number of organizational processes for the effective running of a section or college;

(d) the extent to which particular organizational processes require further development in a section or the college in general.

Information about four categories of staff was sought. Three were the full-time teachers, the part-time teachers and the senior staff of the college. Instruments relevant to the important staff development needs of each of these groups have already been described. A fourth category of staff member was the staff development officer. It will be recalled that in Chapter 6 12 areas of expertise were proposed that relate to the role of a staff development officer in colleges of technical and further education. These 12 areas served as a basis for this aspect of the report and a format similar to that adopted for the evaluation of the needs of other staff was used. The staff development officer's perceptions of the important organizational needs of sections and college were obtained using similar instruments to those found in the Head of Section Evaluation Report.

This evaluation report is included in Appendix 7.[1]

A Summary of the Proposed Evaluation Reports

The overall strategy employed for the evaluation of the college staff development program focused on six sources of information.

College personnel in charge of staff development, such as a staff development committee, were asked to provide two sorts of information. Firstly, they were asked to indicate what they saw as the most important benefits for their colleges and staff that could be derived from the staff development program. This information could be used to used to define the major goals of their program, and hence provide a suitable frame of reference for its evaluation. Secondly, they were asked to answer a series of questions which served three functions: (a) to raise key issues in regard to the formal administration of the staff development program in their college; (b) to give an overall estimation of the effectiveness of the staff development program across the college; (c) to indicate both the needs of the college and constraints operative on the staff development program as a means of future planning. Information relevant to these latter two functions was obtained from reports completed by heads of section.

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[1] An alternative report was designed for assessing both the important staff development needs of these officers and also background factors that restrict staff participation in the program. This report was trialled with all education services officers in the Victorian Technical Schools Division at the request of that Division. It is included in Appendix 8.

Heads of section were asked to complete two major tasks. Firstly, they were asked to indicate what were their needs, the needs of both their full-time and part-time teaching staff and then the needs of their section and college. Secondly, they were asked to produce: (a) a listing of staff development activities staff had attended over the last 12 months; (b) an estimate of the effectiveness of the total program, comprising these activities, in regard to a particular set of possible outcomes; (c) an assessment of the major constraining and facilitating factors operative on the college staff development program.

Full-time teaching staff were asked to complete their own evaluation report. This report comprised two parts described above, except that teachers assessed only their own needs, and not those of their section or college. Part-time teaching staff were requested to complete a shortened version of the full-time teachers' report.

Principals were asked to complete a form similar to that done by the teaching staff, except that the principal also assessed the needs of the college.

Staff development officers provided two sets of information. Firstly, they determined what were their important needs in the area of staff development. Secondly, they indicated what they saw as the most important needs of college staff and the college as a whole.

The information contained in the evaluation reports from each of these categories of staff is summarized in Table 7.4.

Table 7.4 A Summary of the Information Provided by Different Groups of Staff in a College-based Evaluation of Staff Development

Element of Framework being Evaluated	Source of Information					
	Full-time Teachers Evaluation Report	Heads of Section Evaluation Report	College Evaluation Report	Staff Dev. Officers Eval. Report	Principals Eval. Report	Part-time Teachers Eval. Report
Background Factors						
factors affecting participation	A-IV	A-IV	C-III		V	I
needs of f/t teachers	B-I	B-II	C-II	II		
needs of p/t teachers		B-III	"	III		II
needs of senior staff		B-I	"		I	
needs of staff devt. off.			"	IV		
needs of section		B-IV	"	V		
needs of college		B-V	"	I	II	
factors affecting introduction of ideas gained	A-V$_{(i),(ii)}$	A-V$_{(i),(ii)}$			VI	
Processes						
policy formulating processes			A-I,II,III			
staff development strategies						
- past	A-I,III	A-I,III			III	
- future	B-III	B-VI	C-IV$_{(i),(ii)}$			
Outcomes						
estimates	A-II$_{(i),(ii)}$	A-II$_{(i),(ii)}$	B-I,II		IV	
confidence of estimates		A-VI				
priorities among outcomes	B-II		C-I, D-I-IV			

Key: A, B, C, D, refer to part of report, e.g. Part A.

I, II, III, IV, V, VI refer to section or question number of report, e.g. Section I.
For example: A-IV refers to Part A, Section IV.

CHAPTER 8

COLLEGE BASED EVALUATION OF STAFF DEVELOPMENT - A TRIAL

An important feature of developing an evaluative methodology is to test the methodology in a typical situation. The prime purpose of this trial is to validate the overall strategy and associated instruments, and where necessary make modifications. In the present study this meant testing the methodology which had been developed in a number of colleges of technical and further education. At this point a clear distinction needs to be made. A trial run of an evaluative methodology cannot be construed as a definitive evaluation study. Data derived from such a trial is primarily intended as a basis for establishing the appropriateness of the methodology. It should not be used for making definitive judgments about the program upon which the methodology is being tested. That is, it may be misleading to base judgments about the effectiveness of the program solely on data generated during a trial of the strategy and associated instruments described in the previous chapters.

In choosing a trial sample we had a number of options. One option was to draw a representative sample which was statistically sound. For example, a two-stage sampling procedure of the following sort may have been employed:

1 a sample of colleges, initially stratified according to size, and then chosen with a probability proportional to the number of staff employed in each;

2 a sample of staff randomly selected from each of the colleges chosen in 1.

This two-stage probability sampling procedure would provide a target sample of colleges and staff which would be representative of the entire group of colleges and staff in each system. For the major part of this present study we did not employ such a strict sampling procedure. However in one small aspect of the study, an examination of teachers' views of industrial leave as a staff development strategy, we did employ a two-stage sampling procedure. This is reported in detail in the final chapter.

An alternative approach would be to place less emphasis upon creating a statistically representative sample of colleges and staff. Rather a sample of colleges could be drawn based on a variety of criteria. This was the procedure adopted in the present study. Colleges were selected which encompassed a diversity of teaching interests and which had expressed an interest in the development of a methodology for staff development evaluation. The importance of this criterion should not be underestimated and a considerable amount of time prior to sample selection was spent discussing the project with colleges. A further basis used for selection was the inclusion of a group of rural colleges - for practical purposes it was necessary for these to be in the same geographic region. Hence the sample was carefully chosen to provide an appropriate trial of the evaluation methodology.

A description of the sample for each system follows.

A Sample of Colleges and Staff in the Department of Further Education

A sample of 12 colleges of the Department of Further Education was selected on the criteria described above. It was felt that this number of colleges was within the available resources of the study. Nine colleges were within the Adelaide metropolitan area and the remaining three colleges outside that area were within 350 kilometres of Adelaide.

Most Department of Further Education colleges are made up of schools which specialize in different areas of teaching. Table 8.1 contains a description of the sample in regard to the types of schools represented in seven of the colleges selected. A further five colleges sampled did not possess a school structure due to the relatively small size of their student enrolment. However two of these were divided into major General Studies/ Technical Studies divisions.

The selection of staff within these colleges was dependent upon the resources made available by the colleges and those of the researchers. Ideally it was expected that all principals, heads of school and full-time teaching staff would complete evaluation reports. In addition those personnel responsible for the college staff development program, such as staff development committees, would complete a College Evaluation Report. That meant there were four target groups of staff in the sample. A fifth possible group, the part-time teaching staff, were surveyed in a different aspect of the study.[1] The staff sample will now be described.

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[1] At the time of sampling for a trial of the methodology, resources were not available to include part-time teaching staff.

Table 8.1 Schools Represented in the DFE College Sample

Type of school	Number represented
School of Automotive Engineering	1
School of Building	2
School of Business Studies	2
School of Dental Technology	1
School of Electrical Engineering	1
School of Electronic Engineering	1
School of General Studies	4
School of Graphic Arts	1
School of Hairdressing	2
School of Music	1
School of Plumbing	1
School of Technical Studies	3
School of Wool and Textiles	1
Total number of schools	21

College Staff Development Committee (or equivalent)

Within each of the 12 colleges in the sample a staff member or committee was responsible for the operation of the staff development program. That person or committee was requested to complete the College Evaluation Report.

Heads of School (or equivalent)

There were 21 schools in nine colleges in the selected sample, and hence 21 heads of school were requested to answer the Head of Section Evaluation Report. A further two colleges were each organized in two major dimensions. The teacher-in-charge of each was also requested to complete a Head of Section Evaluation Report, as were three senior teachers in each of the three remaining colleges which did not possess a school or division structure. In all 28 senior staff members were asked to complete the Head of Section Evaluation Report.

Full-time Teaching Staff

The sample of full-time teaching staff selected for the trial was dependent upon, among other things, the extent of likely co-operation of college staff in completing the Teacher's Evaluation Report. While an expressed interest had been demonstrated by senior staff of each of the colleges selected, several factors affected the response by staff in each of the colleges concerned. For instance, one college staff had in the previous fortnight undergone a similar survey and it was felt by the researchers that such duplication would reduce the reliability of the information gathered. The staff of three colleges were omitted from the sample of those participating in the trial of the Teacher's Evaluation Report for this or similar reasons.

Nine colleges remained in which a trial of the Teacher's Evaluation Report could be undertaken. In seven of these colleges all teaching staff to whom the evaluation reports could be directed were included in the target sample. In a further two colleges a subsample of the total college teaching staff was surveyed. In these cases cognizance was taken of the capacity of the college to co-operate. Factors limiting a college's ability to assist in the study included a lack of time for either a head of section, or a staff development officer, to give the report to the teacher concerned, assist the teacher where necessary and collect the reports. A subsample of teachers representing the various areas of teaching in the college was chosen by the staff member in charge of staff development. In each instance this subsample was one-third of the total college staff.

In this way a sample of 312 teachers was selected from a total of approximately 450 teachers in nine colleges. In Table 8.2 the sample has been described in terms of the three major areas of teaching in the Department of Further Education: Business Studies, General Studies and Technical Studies.

Three points should be mentioned to assist interpretation of Table 8.2. Technical Studies includes the Schools of Dental Technology, Hairdressing, Plumbing, Automotive Engineering, Graphic Arts, Electrical and Electronic Engineering, Building, Wool and Textiles and Technical Studies. This category of teaching area is therefore extremely broad. Secondly staff from the three colleges without a school or division structure were included in the category of General Studies. While this will be mainly true with the present sample, there may have been a small number of teachers who could have been better categorized in Business Studies. Finally in one college only an incomplete record of the staff who had returned the reports was available - hence the 'unsure' category.

Table 8.2 Proportion of Teachers in each of Business Studies, General Studies and Technical Studies

Area of teaching	Staff represented (per cent)
Business Studies	9.3
General Studies	20.5
Technical Studies	68.2
Unsure	2.0
	100.0

A Summary of the Department of Further Education Sample

Twelve colleges participated in a trial of the proposed evaluation methodology for staff development. Three of these colleges provided only limited participation. Table 8.3 summarizes the resulting sample.

Table 8.3 DFE Sample for the Trial of the Evaluation Methodology for Staff Development

Target		Number selected
Colleges:	urban	9
	rural	3
Staff development committees (or equivalent)		12
Heads of school (or equivalent)		28
Full-time teaching staff		312
Principals		12
Staff development officers[a]		3

[a] Senior lecturers (staff development).

Table 8.4 A Summary of the Types of Departments, According to Specialist Field, in the Victorian Technical Schools Division Sample of Colleges

Field of specialization	Number of departments represented in sample
Science/Maths	7
Art and Design	5
Building	19
Business Studies	7
Engineering	27
Rural and Horticulture	3
Music	1
Industrial Studies	2
Personal Studies	6
General Studies	10
Total number of departments	87

A Sample of Colleges and Staff in the Victorian Technical Schools Division

The technical and further education component of the Technical Schools Division includes multi-purpose colleges, mono-purpose colleges and technical schools. Each type of institution was included in the sample design. It was decided to select two urban institutions from each of these three categories and three rural institutions, one of which was a technical college. As a result six institutions in the sample were within the Melbourne metropolitan area and three were non-metropolitan and approximately 200 kilometres from Melbourne. The selection of these colleges and technical schools was based on the criteria already described in the sampling procedure for the Department of Further Education college sample.

Each college has a number of specialist departments, which range from a size of two to about twelve full-time staff. Table 8.4 contains a description of the types of departments in the selected sample of colleges and technical schools.

From the nine colleges a sample of staff was selected. The staff sample comprised four target groups - staff development committees (or their equivalent), heads of department, full-time teaching staff and principals. Where applicable the perceptions of education services officers were also sought. Another target group, the part-time teaching staff, was surveyed in a different aspect of the study. A summary of the staff sample for the Victorian Technical Schools Division trial of the evaluation methodology is as follows.

Staff Development Committees (or their equivalent)

Within each of the nine colleges in the sample the staff member or committee responsible for the operation of the program was requested to complete the College Evaluation Report.

Head of Department

Eighty-seven teaching departments were identified in the sample of nine colleges, each with a staff member in charge of its functioning. These 87 staff members were requested to answer the Head of Section Evaluation Report.

Full-time Teaching Staff

A sample of teachers was selected from each college and technical school. As already mentioned the size of each sample depended on the resources available for the administration and collection of the teacher evaluation reports. Furthermore not all teaching staff were eligible for selection. Technical schools comprise three categories of staff: those who teach solely in the TAFE component, those who teach solely in the secondary component and those who teach in both. For the purposes of this study all staff who taught at least some of their allotment in the TAFE component were eligible for inclusion in the sample. As a result some teachers selected may have taught only an hour or two a week in TAFE-related courses. In three institutions a sample of staff was selected by the education services officer as being representative of the diversity of teaching interests in the college.

In this way a total of 278 full-time teaching staff was selected. Table 8.5 summarizes the full-time teaching sample according to the teachers' field of specialization.

Table 8.5 The Sample of Full-time Teaching Staff of the Victorian Technical Schools Division According to Specialist Teaching Field (N=278)

Area of Specialization	Per cent of teachers in this area
Maths/Science	7.2
Art and Design	6.8
Building	19.8
Business Studies	9.0
Engineering	28.8
Rural and Horticulture	3.2
Music	.7
Paramedical	-
Industrial Services	1.4
Personal Services	12.2
General Studies	10.9
	100.0

Principals

The principal of each of the nine colleges included in the sample was requested to complete a Principal's Evaluation Report.

Staff Development Officers

Four of the colleges selected in the sample possessed an education services officer whose role included the operation of the college staff development program. These staff members were asked to complete a Staff Development Officer's Evaluation Report.

A Summary of the Victorian Technical Schools Division Sample

Nine colleges participated in the trial of the proposed evaluation methodology for staff development. Table 8.6 summarizes the resulting Technical Schools Division sample.

Table 8.6 Technical Schools Division Sample for the Trial of the Evaluation Methodology for Staff Development

Target		Number selected
Colleges:	urban	6
	rural	3
Staff development committees (or equivalent)		9
Heads of department		87
Full-time teaching staff		278
Principals		9
Staff development officers[a]		4

[a] education services officers

Administration of the Evaluation Instruments

Three major groups have been identified as central to the evaluation of a college staff development program - staff development committees (or their equivalent), heads of sections and general staff (in this case, full-time teachers). A further two groups, principals and staff development officers, also provide relevant information.

There was considerable diversity among colleges in both systems in regard to the management of staff development. This meant there could not be a uniform method of administering evaluation instruments in the trial. Each college had its own peculiarities and it was always the researchers' intention to produce a flexible rather than a rigid evaluation methodology. To explore the effects of differences in the administration of the instruments procedures in each college were documented, and these are summarized in Figures 8.1a and 8.1b.

In Figures 8.1a and 8.1b the term 'meeting' is used. Meetings referred to in this context were aimed at explaining in detail the relevant evaluation reports and were not general discussions about the overall strategy - these had already occurred. Generally these meetings lasted about an hour although in a couple of instances they extended for two hours. We have not included in the accompanying table statements such as 'Principals were to complete Principal's Evaluation Report' or 'Heads of School were to complete Heads of Section Evaluation Report'. This is to be assumed unless otherwise stated. In one instance the researchers met with the general teaching staff

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College 1	Meeting with Principal outlining evaluation strategy and all reports. Brief meeting (about 20 minutes only) with Heads of School, followed by an extended meeting with one Head of School. Heads of School to administer Teacher Evaluation Report. Principal to complete College Evaluation Report. No staff development committee or staff member in charge of it (apart from Principal).
College 2	Two meetings with Principal and Senior Teacher. Principal to complete College Evaluation Report. Senior Teacher to complete Head of Section Evaluation Report and administer Teacher Evaluation Reports. No staff development committee.
College 3	Meeting with Principal. Meeting with Principal, Heads of School and Senior Lecturer (SD) who comprise the staff development committee. This committee to complete College Evaluation Report. Senior Lecturer (SD) to select representative sample of teaching staff and administer Teacher Evaluation Report.
College 4	Principal absent. Two meetings with Heads of School. Meeting with staff development committee (representative of all staff) and Senior Lecturer (SD). Heads of School to administer Teacher Evaluation Reports. Committee to complete College Evaluation Report.
College 5	Meetings with Principal, Heads of School and Senior Lecturer (SD). Heads of School to administer Teacher Evaluation Reports to a sample of teachers selected with a probability proportional to the number of staff in each school. Senior Lecturer (SD) and Principal to complete College Evaluation Report. No staff development committee.
College 6	Meeting with Senior Teacher only. Senior Teacher to distribute evaluation reports to staff in charge of sections and general teaching staff; also to complete College Evaluation Report. No staff development committee.
College 7	Two meetings with Principal and Senior Teacher. Senior Teacher to complete Head of Section Evaluation Report and College Evaluation Report; also to administer Teacher Evaluation Report. No staff development committee.
College 8	Meeting with Principal, Senior Teacher and staff. Senior Teacher to complete Head of Section Evaluation Report and College Evaluation Report; also to administer Teacher Evaluation Report. No staff development committee.
College 9	Meeting with Principal. Two meetings with staff member in charge of staff development. Meeting with Heads of School. Meeting with staff development committee. Committee administered Teacher Evaluation Report and completed College Evaluation Report.
College 10	Meeting with Principal. Meeting with staff member in charge of staff development program, who completed College Evaluation Report. Meeting with Heads of School. No staff development committee and no administration of Teacher Evaluation Report.
College 11	Principal absent. Meeting with Heads of School including one who was also in charge of staff development program, and completed College Evaluation Report. No staff development committee and no administration of Teacher Evaluation Report.
College 12	Two meetings with Principal and staff member in charge of staff development. This staff member completed college evaluation report and distributed Heads of Section report to senior staff responsible for sections. No staff development committee and no administration of Teacher Evaluation Report.

Figure 8.1a A Summary of the Methods of Administering the Trial of the Evaluation Methodology in the South Australian Department of Further Education

College 1	Meeting with Vice-Principal. Meeting with Heads of Department and Education Services Officer. Meeting with staff development committee. Committee to complete College Evaluation Report and Education Services Officer to select a representative staff sample and administer Teacher Evaluation Reports.
College 2	Meeting with Principal and staff member in charge of staff development, who was responsible for completing the College Evaluation Report. Individual meetings with Heads of Department who were responsible for the administration of the Teachers Evaluation Report. No staff development committee.
College 3	Meeting with Principal. Two meetings with Education Services Officer. Two group meetings with Heads of Department. A random sample of teachers selected by Education Services Officer and evaluation reports mailed to them from Australian Council for Educational Research. Staff development committee temporarily disbanded. Education Services Officer to complete College Evaluation Report.
College 4	Meeting with Principal, Heads of Department and staff member in charge of program. This staff member was to complete the College Evaluation Report and administer the Teachers Evaluation Report. No staff development committee.
College 5	Meeting with Heads of Department and Education Services Officer. Meeting with staff development committee who were responsible for completing the College Evaluation Report. Education Services Officer selected a representative sample of teachers and, with the Heads of Department assistance, administered the Teachers Evaluation Report.
College 6	Meeting with person in charge of program, staff development committee and Heads of Department. Heads of Department administered Teacher Evaluation Report. Staff development committee were to complete the College Evaluation Report.
College 7	Meeting with Vice-Principal. Meeting with Heads of Department. Two meetings with staff development committee. Heads of Department to administer Teacher Evaluation Report. Staff development committee to complete College Evaluation Report.
College 8	Meeting with Principal. Meeting with Education Services Officer. Individual meetings with Heads of Department who were to administer Teacher Evaluation Report. Education Services Officer to complete College Evaluation Report. No staff development committee.
College 9	Meeting with Principal and staff member in charge of program. Meeting with Heads of Department. Staff member in charge of program to complete College Evaluation Report and to assist Heads of Department administer Teacher Evaluation Report. No staff development committee.

Figure 8.1b A Summary of the Methods of Administering the Trial of the Evaluation Methodology in the Victorian Technical Schools Division Sample

to discuss the Teachers Evaluation Report. In general the head of section was expected to discuss these reports with his or her staff when administering them.

The Part-time Teacher Sample

At the time of sampling for the trial of the proposed methodology, resources were not available to enable the inclusion of part-time teaching staff. Subsequently, however, a small sample of part-time teachers from the Victorian Technical Schools Division and the South Australian Department of Further Education was selected in order to provide a trial of the Part-time Teachers Evaluation Report. Staff lists of part-time teachers were obtained from three colleges in each system, and from these lists a sample of 323 part-time teachers was selected. This represents 61.5 per cent of the total number of part-time teaching staff employed by the six colleges at the time of the trial. All colleges represented in the sample were from metropolitan areas.

The selected part-time teacher sample for each system is summarized in Tables 8.7 and 8.8. This is done in a manner similar to that summarizing the full-time teacher sample described earlier, i.e. in terms of 'fields of teaching' for the Victorian Technical Schools Division sample and 'major areas of teaching' for the South Australian Department of Further Education.

The South Australian sample requires some amplification. Staff comprising the Technical Studies major area of teaching were drawn from three schools in two colleges - School of Electrical Engineering, School of Electronic Engineering and School of Technical Studies. Similarly in the case of teachers from the General Studies major area of teaching, three schools in two colleges were represented - School of Art and Craft, School of General Studies and School of Matriculation Studies. Teachers involved in the Business Studies area of teaching were drawn from only one college.

The procedure adopted for this trial was to mail to the target sample a copy of the evaluation report together with an explanatory letter. The staff were requested to complete the evaluation report and return it in a stamped, self-addressed envelope. An initial follow-up letter was sent to those who had not returned the evaluation report within two weeks of them being received. In the case of those staff who still did not reply within

Table 8.7 The Sample of Part-time Teaching Staff of the Victorian Technical Schools Division According to Specialist Teaching Field (N = 133)

Area of specialization	Per cent of teachers in this area
Maths/Science	2.3
Art and Design	3.0
Building	0.7
Business Studies	40.6
Engineering	2.3
Rural and Horticulture	-
Music	-
Paramedical	-
Industrial Services	-
Personal Services	13.5
General Studies	37.6
	100.0

a further two weeks, a second follow-up letter was sent; included with this letter was a spare copy of the report. Each of these letters are included in Appendix 5.

Table 8.8 Per cent of Part-time Teachers in Each of Business Studies, General Studies and Technical Studies (N = 190)

Area of teaching	Number represented (per cent)
Business Studies	5.3
General Studies	63.1
Technical Studies	31.6
	100.0

This concludes a description of a sample of part-time teachers, and the survey procedures adopted, which provided the basis for a trial of the Part-time Teachers Evaluation Report.

Processing the Evaluative Data - Suggested Analyses

An evaluation strategy for staff development has been proposed that consists of two phases - a descriptive phase and a judgmental phase. The detailed examination of the rationale and operations of the program in Australian technical and further education in earlier chapters is an important component of the descriptive phase. Another is the collection of data and that has been the concern of the previous section. The descriptive phase also focuses upon the relationships between each of the clusters of elements which define the evaluative framework and about which data have been collected. This aspect of the descriptive phase will now be examined.

In Chapter 5 it was noted that there were three major types of relationships which guide the processing of evaluative data. These relationships were:

1 the congruence between intended background factors, processes and outcomes and the observed background factors, processes and outcomes;

2 the logical contingency between the intended background factors, processes and outcomes;

3 the empirical contingency between the observed background factors, processes and outcomes.

It would be useful to consider a number of examples of how data may be processed in each of these three ways.

Congruence Between Elements

There are two approaches to examining the congruence between elements. The first is to compare what is intended or expected with what is observed. The second is to compare the extent of congruence between a number of perspectives on the same issue. Each will be discussed in turn.

A major source of information about what is intended at the system level is found in each system's policy statement. In particular these define policies about funding arrangements, attendance regulations, evaluation and accountability. One such policy which has been mentioned in the description of the Victorian Technical Schools Division program is the requirement of institutions to complete half-yearly accountability/evaluation reports. Another is the requirement of the South Australian Department of Further Education that each line manager has responsibility for the continuing professional development of his or her colleagues. Information can be collected about each of these three system-related background characteristics. For example, in the first instance it was indicated in Chapter 4 that a small number of colleges and technical schools failed to complete an accountability statement by the due date. In regard to the latter, evidence upon this issue could be obtained from the Heads of Section Evaluation Report which asks whether heads of section think that understanding the strategies of staff development, including the establishment of needs and priorities, is important for them to be effective in their job. Indirect evidence might be obtained from a staff development officer's perceptions of whether heads of section require increased skills in this area and from teachers who are asked to indicate whether insufficient assistance is given to them in analysing their staff development needs.

An illustration of congruence between intended and observed processes is given in the types of staff development strategies proposed by Victorian TAFE institutions and then disclosed in their accountability/evaluation statements. Table 4.12 in Chapter 4 is a typical example of the concept of congruence between processes.

One can also consider the congruence between different perspectives on the same issue. Factors affecting staff participation in the program are commented upon in detail by both teachers and heads of section. To what extent are these views the same? A similar question can be raised in regard to the effectiveness of the program. Teachers, heads of sections and staff development committees (or their equivalent) have the opportunity to express their own views about the effectiveness of the program. Consistently we have made the point that an underlying purpose of the proposed evaluation strategy is to create a communication process within a defined conceptual framework. Therefore one would expect a college-based discussion of any resulting incongruence between perspectives to be a major form of processing the data. One may also wish to treat the data more quantitatively, and two simple procedures are suggested below.

Consider the congruence between factors restricting attendance at staff development activities. A suggested means of analysis to examine whether the perceptions of each of the relevant groups differ is as follows.

A four-point scale was used for respondents to indicate the extent to which each factor restricts attendance. These were 'considerable', 'moderate', 'slight' and 'nil'. It would seem appropriate to reduce the scale to a dichotomous measure by combining the 'considerable' and 'moderate' scores and the 'slight' and 'nil' scores and then calculating the percentage respondents in each of the resulting categories. Table 8.9 gives a set of hypothetical data for teachers and heads of section for a hypothetical college.[1]

The question arises as to how much difference between each perspective on a particular factor is reasonable to accept before one argues that incongruity exists. This is a subjective decision although one could expect that in the case of the fourth item, for example, the small amount of difference between the views of teachers and heads of section would be of little consequence. This is particularly true in comparison to the amount of difference of opinion existing within the teaching group. On the other hand the large differences in the third and fifth items might well provide a basis for extensive discussion between both groups of staff.

One may also wish to test the statistical significance of the differences between each set of perceptions. Oppenheim (1973) suggests a very simple method of testing the statistical significance of differences between percentages provided the sample size of each group is known. In the above example there would be a statistically significant difference at the 0.05 level between the perceptions of heads of section and teachers in items 3 and 5. There would not be a significant difference at this level of significance for any of the remaining items.[2]

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[1] In the current chapter contrived but realistic data is used as a basis for examining particular approaches to the processing of evaluative information.

[2] The danger of using notions of statistical significance in college-based evaluation is in the arbitrary nature of the level of significance which is accepted, and which therefore affects the cut-off point between a significant difference and one which is not. Elsewhere we have examined in some detail this issue (Ainley and Fordham, 1979) and for the moment only wish to point out that the typical selection of the five per cent, and to a lesser extent one per cent, levels of significance has been done on the grounds that it guards against accepting false hypotheses as true. In so doing true relationships may be rejected. This may be quite detrimental to the program being evaluated.

Table 8.9 The Percentage of Teachers and Heads of Section Indicating the Effects of Various Factors upon Staff Participation: Sample Results

Factors	% of respondents indicating that factor is of either considerable or moderate importance	
	Full-time teachers (N = 100)	Heads of Section (N = 20)
1 Cost (e.g. for travel and registration)	32.0	40.0
2 Domestic and/or personal responsibilities	52.0	62.0
3 Insufficient assistance in helping staff be aware of their own needs	84.0	57.0
4 Reluctance to break continuity of teaching program	58.0	60.0
5 Inappropriat times during which activities are planned, e.g. weekends	57.0	30.0

A second approach to examining congruence is based upon *profile similarity*. Table 8.10 provides a set of hypothetical data concerning the effectiveness of the program as perceived by teachers, heads of section and a staff development committee. In this case group mean scores have been given, although median values would also be appropriate.

It is useful to construct a profile[1] for each group from these scores, and this is done in Figure 8.2. As in the approach described above, much can be gained by simply inspecting the profiles item by item. If however one is concerned with overall effectiveness there are two measures of profile similarity which are appropriate - the product moment correlation (r) and the distance measure (D).

The product moment correlation focuses upon the shape of each profile. It measures the extent to which two profiles possess the same overall shape.

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[1] This technique has been used extensively by K. Piper in his report Curriculum Style and Social Learning (Piper, 1978) and we thank him for his assistance in this regard.

Table 8.10 Program Effectiveness[a] in regard to 14 Evaluative Criteria as Perceived by Teachers, Heads of Section and Staff Development Committee

	Program outcomes[b]	Full-time teachers (N = 100) $\bar{X}$	Heads of Section (N = 20) $\bar{Y}$	Staff development committee (N = 1)[c] $\bar{Z}$
1	Increased your confidence in dealing with students	1.4	1.7	1.7
2	Improved your teaching performance	2.2	1.9	1.5
3	Introduction of new teaching procedures into your lessons	2.1	2.0	1.9
4	Changes in the content of courses taught in response to modern business and industry practices	2.5	2.2	2.2
5	Development of a team work approach to reaching the goals of the department or college	1.2	1.8	1.8
6	Increased your awareness of the future needs of industry and commerce	2.2	1.9	1.7
7	Increased knowledge of concepts and skills related to your teaching	2.6	2.2	2.3
8	Increased your satisfaction in teaching	1.9	1.4	1.2
9	Gave you a greater understanding of the total work of the college	0.5	0.8	1.0
10	Increased your adaptability to future organizational changes	1.1	1.4	1.4
11	Prepared you for future positions of responsibility	0.6	1.4	1.3
12	Increased your commitment to the educational goals of the department or college	1.2	1.6	2.0
13	Improved your consultative contribution to outside organizations	1.0	1.0	1.0
14	Lead to the exchange of information about courses, etc., between colleges of future education	1.9	1.2	1.2

[a] Effect Scale: 0 (Nil) - 3 (Considerable).

[b] As expressed in the Evaluation Report for Full-time Teachers.

[c] The scores attributed to the staff development committee reflect an average opinion of the Committee members.

The more similar the profiles are the closer the correlation coefficient will be to unity (r = 1.0). The more dissimilar they are the correlation coefficient approaches zero (r = 0.0). Finally an inverse relationship between the scores of one group and those of the other will result in a negative correlation. The correlational procedure does not allow a comparison between all three profiles at once but, in the above case, we can measure the extent to which the three profiles are similar, taken two at a time. The resulting correlations are as follows:

(a) $r_{\text{teacher-head of section}} = 0.77$

(b) $r_{\text{teacher-staff development committee}} = 0.61$

(c) $r_{\text{head of section-staff development committee}} = 0.90$

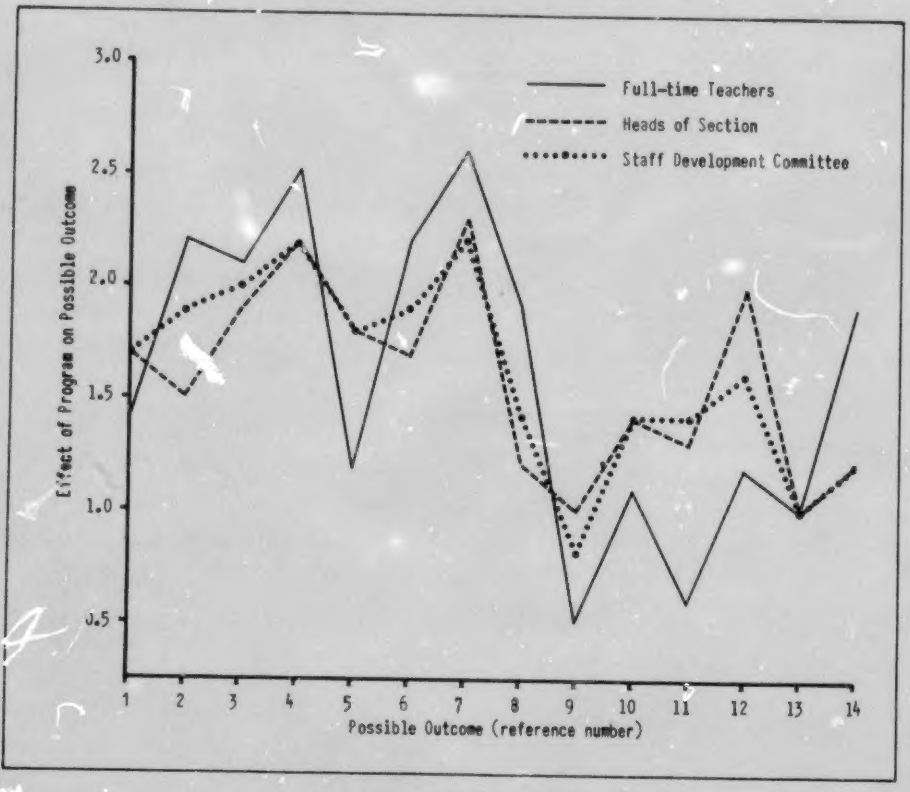

Figure 8.2 Profiles of Teachers, Heads of Section and a Staff Development Committee's Perceptions of the Effectiveness of a Staff Development Program

Therefore one can say that there is an extremely high degree of similarity between the perceptions of heads of section and the staff development committee in regard to overall program effectiveness. This is indicated by the correlation between the perceptions of both these groups of staff ($r = 0.90$). The similarity between the perceptions of teachers and their heads of section is slightly less ($r = 0.77$) and the least similarity is between those of teachers and the staff development committee ($r = 0.61$).

There are two further characteristics of the above profiles which are of interest. The first is the amount or level of effect and is represented by the mean scores which characterize the profiles. Even if profile shapes are highly similar one profile may exhibit a high level of effect and the other a much lower level. For this reason a measure of profile level is important for interpretation of profiles. The second characteristic of the profile worth considering is the extent to which the mean scores of a particular profile diverge from the profile average. This is known as dispersion or scatter.

A measure of profile similarity which combines shape, dispersion and level characteristics of individual profiles is described by Nunnally (1967) and is known as the distance measure D. In the present example the greater the D measure the greater the difference between the effectiveness of the program as perceived by each of the above groups in relation to the outcomes listed. The smaller the D measure the smaller is this difference. Figure 8.3 illustrates the two measures of profile similarity and the independence of each.

The calculation of D measures is not difficult. From Nunnally (1967) we can define the distance D between two points corresponding to two group profiles as equal to the square root of the sum of squared differences on the profile variables. This is done, in full, for one set of the scores in Table 8.11.

By this means one can calculate the three D measures for the set of profiles in the present example. The resultant D values are:

(a) $D_{\text{teacher-head of section}} = 1.62$

(b) $D_{\text{teacher-staff development committee}} = 1.84$

(c) $D_{\text{head of section-staff development committee}} = 0.69$

By calculating both r values and D measures we have a simple means of comparing profiles of data gathered from different groups of individuals. Two points should be noted. Such comparisons can only be made within the same sets of profile variables and not between different sets of profile variables. Secondly, the D measure is suited to only comparative purposes and cannot be related to any absolute standards.

In summary the evaluator can examine the congruence between intended and observed elements which comprise an evaluative framework. This can

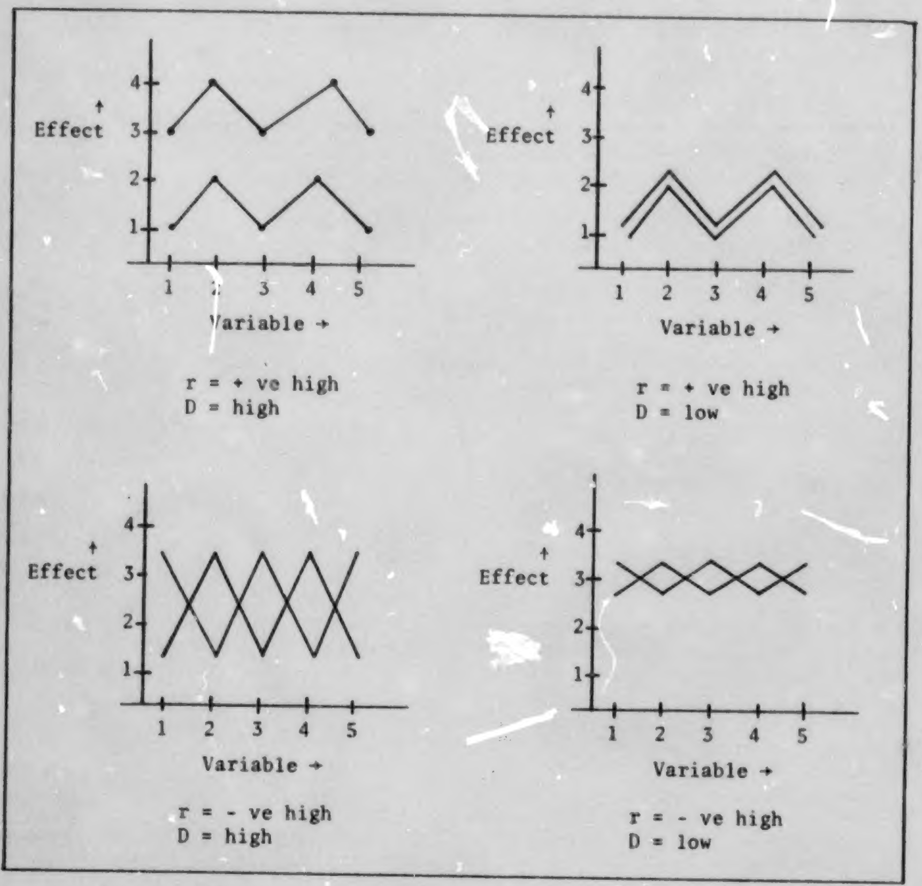

Figure 8.3 A Representation of r values and D measures for Four Hypothetical Sets of Profiles

Table 8.11 The Calculation of the D Measure for a Set of Profile Variables Derived from the Perceptions of Teachers and Heads of Section

Profile variables	Full-time teachers X	Heads of school Y	(X-Y)	$(X-Y)^2$
Increased your confidence in dealing with students	1.4	1.7	-0.3	0.09
Improved your teaching performance	2.2	1.9	-0.3	0.09
Introduction of new teaching procedures into your lessons	2.1	2.0	0.1	0.01
Changes in the content of courses taught in response to modern business and industry practices	2.5	2.2	0.3	0.09
Development of a team work approach to reaching the goals of the department or college	1.2	1.8	-0.6	0.36
Increased your awareness of the future needs of industry and commerce	2.2	1.9	0.3	0.09
Increased knowledge of concepts and skills related to your teaching	2.6	2.2	0.4	0.16
Increased your satisfaction in teaching	1.9	1.4	0.5	0.25
Gave you a greater understanding of the total work of the college	0.5	0.8	-0.3	0.09
Increased your adaptability to future organizational changes	1.1	1.4	-0.3	0.09
Prepared you for future positions of responsibility	0.6	1.4	0.8	0.64
Increased your commitment to the educational goals of the department or college	1.2	1.6	-0.4	0.16
Improved your consultative contribution to outside organizations	1.0	1.0	0	0.00
Lead to the exchange of information about courses, etc., between colleges of further education	1.9	1.2	0.07	0.49

$$D^2 = \Sigma(X-Y)^2 = 2.61$$
$$D = 1.62$$

sometimes be done adequately at a purely descriptive level without resort to statistical procedures. However when one is concerned with sets of variables then it may be useful to examine variable profiles and their properties of shape, level and dispersion. This approach is particularly suited to assessing the congruence between different groups of staff in their perceptions of a set of variables. Appropriate measures for these purposes include the product-moment correlation and the D measure. A technique for testing the statistical significance of percentage differences, as they relate to different groups of staff, has been included, together with a cautionary note concerning its use.

Describing Contingencies

Examining the relationships between background factors, processes and program outcomes is central to the descriptive phase of an evaluation. These relationships may be either intended or observed.

Part III of the College Evaluation Report provides an excellent basis for studying the logical contingency inherent in the operation of the college staff development program (Appendix 4(6-9). Information sought in this section of the report relates to the college's forthcoming program and can be summarized as follows:

	Background factors		Processes		Outcomes
A	Current needs of staff and organization [II][1]	C	Specific staff development strategies of most use (IV[i], IV[ii])	D	Outcomes of most value [1]
B	Factors affecting operation of program [III]				

In order to assess the logical contingency between each of these general categories of elements one would look for clear relationships between each group. For instance a college evaluation report may include the following information relevant to each of the above sets of elements.

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[1] The numbers in parenthesis refer to the relevant section of Part C of the College Evaluation Report.

	Background factors		Processes		Outcomes
A	Skills in curriculum development Knowledge of modern developments in commerce and industry Participation of sectional staff in curricula etc.	C	Short term visits to industry Short courses in curriculum development Sectional curricular meetings	D	Changes in content of courses taught in response to the needs of industry and commerce
B	No provisions for staff replacements over long periods of time				

In the above example one could argue that there is a logical consistency in the choice of staff development strategies. They are consistent with the current needs of the staff and organization and the constraining influence of staffing replacement. They are also consistent with the expected outcome of the program.

In contrast the omission of sectional meetings to discuss proposed curricular changes could result in requisite curricular skills and an up-to-date knowledge of industry and commerce being developed but not channelled into the teaching of new courses. This oversight would be an example of a lack of logical contingency between elements. Others would include the failure to examine the need for improving curricular skills amongst staff or proposing staff development strategies that are either inconsistent with system/college characteristics (e.g. industrial leave) or the intended outcome (e.g. courses in teaching methodology).

An examination of empirical contingency can be done in a similar manner except that information needs to be collected over, or at least relevant to, different points of time. Ideally a longitudinal evaluation study is implied similar to the time sequence time$_1$ and time$_2$ in Figure 8.2. This would enable relationships between background factors at time$_1$, outcomes at time$_2$ and strategies implemented during the intervening period to be explored some time after time$_2$.

Of special interest might be the relevance of particular staff development strategies to particular program outcomes. In a college-based evaluation one could ask teachers who attended specific activities, or a sample of those teachers, to estimate their effectiveness in terms of the evaluative criteria established for the program. Profiles similar to those observed in the previous section would provide an adequate means of representing their relative effectiveness. This would facilitate a build-up of knowledge about the potential effectiveness of various strategies and assist planning future programs. Relationships between background factors and both processes and outcomes could be similarly explored. For example one could group teachers according to their specialist teaching field and participation in certain activities. Estimates of effectiveness could then be made for each of these groups based upon the resultant profiles. In this way the interaction of staff characteristics, strategies and outcomes can be examined.

The use of profiles and measures of profile similarity would seem a simple and effective means of examining empirical contingencies between sets of elements in the proposed evaluative framework. They would certainly provide a sound basis for discussion about this aspect of the staff development program.

Judging the Effectiveness of a College Program

Judgment constitutes the second phase of the evaluative process. We have recognized in Chapter 5 that judgments must be made in regard to background factors, processes and outcomes. When evaluating programs one is generally more interested in judging its effectiveness in terms of a set of possible outcomes. However judgments about background factors and processes form an integral part of the methodology which is suggested for the evaluation of staff development. For underlying the methodology is the assumption that policies generated as a result of an evaluation are more appropriate if data about each of these latter two categories of variables are taken into account. That is these data possess more than explanatory value - they provide a basis for sound decision-making. While this section discusses the judgmental process in relation to outcomes and only brief mention is made of its applications to background factors and processes, this does not indicate a lack of relevance of associated procedures to each.

The bases on which judgments are made in staff development are not clearly identifiable. Appeal to either relative or absolute standards as a basis for examining evaluative data is generally not possible. However two points already made are worth recalling. In Chapter 5 we noted that central to the judgmental process is the attribution of values to elements. In Chapter 7 we then noted that the amount of confidence one can place in subjective estimations of elements is dependent upon the types of elements being assessed. Therefore the suggested methodology proposes three different factors that influence the judgmental process. The first is the estimate of a particular element about which a judgment is to be made; the second is how much confidence is placed in the precision of that estimate and the third is the amount of value attached to the element concerned. This is seen most clearly in judging program effectiveness where multiple evaluative criteria exist. In that instance each criterion will be valued to differing degrees by both those participating in the program and those organizing the program. Also the confidence placed in the reliability of the estimates made of each criterion will differ according to the type of criterion effect which is being measured. The interaction of each of these three constructs across a whole range of criteria would characterize one's belief in the overall effectiveness of the program.

In the proposed methodology a procedure was suggested which enables those in charge of staff development programs to systematically describe the extent to which they value each of a number of possible outcomes of the program. This exercise is described in Appendix 4 and only briefly commented upon here. In the exercise staff development committees were asked to rank and then weight a list of possible program outcomes so as to indicate more precisely the relative importance of each. We noted earlier than the weighting aspect of the exercise proved quite difficult and would suggest that for future use weighted priorities be expressed simply within a range of 1 (of no importance) to 100 (of high importance).

A set of hypothetical data relevant to the exercise, using the suggested modifications, is given in Table 8.12. The possible outcomes are grouped according to whether in the exercise they were more closely related to individual staff members, the college or the system in general. Included in the table is a set of hypothetical estimates of the effect of the program upon each of the possible outcomes as perceived by a staff development committee. These mean scores are presented in the 'Effect' column.

A procedure was also designed that would assess the confidence with which individuals could make estimates about each of the criterion measures. This was included in the Heads of Section Evaluation Report. However it is equally suitable for both staff development committees and general staff. Hypothetical data relating to a staff development committees usage of this instrument is also included in Table 8.10.

Table 8.12 Priorities, Estimates and Confidence in Judging the Effectiveness of a Program by a Staff Development Committee

Possible outcome	Priority of outcome[a]	Effect of program on outcome[b]	Utility	Confidence of estimates[c]
Staff member related				
Increased confidence of staff in dealing with students	60	1.7	102	2.1
Improved teaching performance of staff	80	1.5	120	2.4
Increased staff knowledge of concepts and skills related to their teaching	70	2.3	161	2.2
Increased adaptability of staff members to future organizational changes	100	1.4	140	1.5
Preparations of staff members for future positions of responsibility	40	1.3	52	1.8
College related				
Introduction of modern teaching procedures into the department	20	1.9	38	3.0
Changes of the content of courses taught in response to modern business and industry practices	40	2.2	88	3.0
Development of a team-work approach to reaching the goals of the department or college	100	1.8	180	2.2
Increased awareness of the future needs of industry and commerce	70	1.7	119	2.6
Increased job satisfaction amongst staff	40	1.2	48	2.1
Greater understanding of the total work of the college	60	1.0	60	2.0
Increased commitment of staff to the educational goals of the department or college	100	2.0	200	1.8
System related				
Improved consultative contribution of staff to outside organizations	80	1.0	80	1.8
Lead to the exchange of information about courses, etc., between TAFE colleges	60	1.2	72	1.8

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[a] Priority scale: 1 (of no importance) - 100 (of high importance)
[b] Effect scale: 0 (nil) - 3 (considerable)
[c] Confidence scale: 1 (not at all confident) - 4 (highly confident)

A 'utility' measure can be employed to assess the effectiveness of a program in terms of each criterion after taking into account the values attributed to the criteria. In its simplest form it represents a multiplicative function of the effect score and the priority score. For example, in the case of the data presented in Table 8.12 the utility score for the outcome 'increased confidence of staff in dealing with students' would be 60 x 1.7 = 102. The sum total of all the utility scores would indicate the overall effectiveness of the program in terms of the evaluative criteria designated. This could then provide a basis for the relative effectiveness of future programs by acting as a relative standard of comparison.

The most appropriate quantitative use of the confidence score is far more difficult to discern. Again one could apply a multiplicative notion in combining the confidence and utility scores. However such a procedure would require considerable research to establish the most appropriate weightings to attach to each measure so as to provide an overall indication of the extent to which one believed the program was effective. For the moment we would only suggest that each utility score and the overall effectiveness score are interpreted within the context of the confidence measure. This will enable a more balanced assessment of program effectiveness than otherwise would have been possible without such measures.

In summary we would argue that there are three basic notions central to the judgmental process: estimates of effects, confidence in estimates and relative importance of effects. Each must be taken into account in some systematic manner so as to provide a sound basis for future decision-making. Procedures have been included in the methodology which facilitate their treatment in a formal manner.

Further Analyses - at the System Level

The methodology which has been outlined is primarily directed towards the evaluation of college staff development programs. It may also be adapted for an evaluation of an entire system's staff development program. The three major target groups, staff development committees (or their equivalent), heads of section and general staff, will be the major providers of data and a sampling procedure may be designed so that not all members of these groups need to be involved during the evaluation. The types of procedures already suggested for the processing of data would be quite suitable. However with the collection of large amounts of data it may be useful to apply other, somewhat more complex, statistical techniques for its analysis. This section will briefly discuss several alternative methods for studying relationships within the data and for making judgments about the program. Firstly though some comments about sample design.

Sampling

The target populations which are of interest for a system-wide evaluation have been identified as college program organizers (often staff development committees), heads of section and general college staff. In terms of the present discussion full-time teaching staff are the focus of attention among the general college staff. Owing to practical constraints the system evaluator is unlikely to be able to seek information from all members of these target populations, even though he may wish to make generalizations about each. Instead an incomplete coverage of the target populations may be adopted. By use of appropriate sampling procedures valid system-wide generalizations may still be made. Ross (1978) notes that there are certain advantages in sampling from a desired population. These include reduced costs, reduced requirements for highly trained personnel, greater reliability of information gathered due to closer monitoring of the administration of questionnaires, interviews etc. and finally increased efficiency in data collection and processing.

In designing a sample for the system-wide evaluation of staff development it is necessary to begin by defining each of the three target populations. This may be quite difficult, as the following examples appropriate to the Department of Further Education indicate:

(a) all staff development program organizers in DFE colleges at a certain date;

(b) all heads of section in DFE colleges at the date specified in (a) above;

(c) all full-time teaching staff in DFE colleges at the date specified in (a) above.

In each target population there may be difficulties in definition. Some college principals will have formally given responsibility of the program to an individual or committee; in other cases the operation of the program may be on an 'ad hoc' basis and run by a variety of disinterested staff. Heads of school are found in only 12 of the 29 colleges - in the remaining colleges the evaluator must decide the staff member responsible for the day-to-day operations of the teaching staff. The definition of head of section will thus depend upon the judgment of the evaluator. In the present study for example it was decided on the advice of the principal to consider one college, without a school structure, as comprising two sections each with a staff member responsible. The identification of the most appropriate level of college organization to define as a section will require extensive deliberation prior to future evaluation studies. It may also be necessary to clarify the term full-time teaching staff to distinguish between (a) full-time teaching staff whose duties are confined to TAFE activities and (b) full-time multi-sector teachers whose duties may also include teaching advanced education courses. Clearly there will be many problems of definition in regard to the target populations for an evaluation study when dealing with colleges with different organizational structures and purposes.

It is useful to differentiate between the desired target population and the survey population. Apart from the obvious difficulties of staff absences due to long-service leave, study leave etc. during the stipulated period for the evaluation, other factors such as new appointments, resignations and staff transfer will affect the size of the survey population. A contrived but realistic survey population for the Department of Further Education is presented in Table 8.13.

The construction of a suitable sample design is, in part, dependent upon the unit or units of analysis which will guide the processing of data. Two units of analysis appear appropriate for the evaluation of staff development. The entire college program might be considered at one level of analysis, the unit in this case being the college. A second level of analysis might be the individual teacher and focus upon the teacher's staff development program. With this in mind a sampling procedure of the following kind could be adopted in relation to each of the target populations.

College program organizers. Since there are only 28 college program organizers information needs to be obtained from each to enable a college level analysis, otherwise the number of 'cases' will limit possible analyses.

Heads of section. Heads of section provide information relevant to the overall college program and to that of the individual teacher. Since the numbers of heads of section are also small it would be preferable to seek information from the entire survey population.

Table 8.13 A Comparison Between Desired Target Populations and Survey Populations for an Evaluation Study of Staff Development in the Department of Further Education

Element	Number in desired population	Number in survey population
Program organizer	29	28
Head of section	50	46
Full-time teachers	1100	1000

Full-time teachers. Due to limited resources an attempt to collect information from 1000 teachers may reduce the reliability of the data collected. A sample of 400 or 500 teachers could however be within the resources of the study. One can point out that a simple random sample of about 400, regardless of the size of the total target population, can give a standard error of a mean equal to five per cent of a standard deviation, i.e. the range for the confidence interval for two standard errors is about ten per cent. Therefore one could argue that a sample of between 400 and 500 teachers provides a sound basis for subsequent analyses.

To ensure a coverage of teachers across all sections one might stratify the survey population according to 'number of full-time teachers in section'. Three strata could be used in the present example - Stratum I (1-6)[1], Stratum II (7-29), Stratum III (30+). Table 8.14 presents a set of data which might be produced using the above stratification procedure.

Stratified proportionate sample designs are always at least as precise as a simple random sample design which selects the same number of elements. In situations such as the above where there are large variations between strata with respect to the characteristic under examination we would expect the stratified proportionate sample design to be a great deal more precise. When considering the selection of elements within strata the system-evaluator can employ the technique of implicit stratification combined with systematic selection. In this technique the evaluator orders the population within each stratum on a characteristic(s) which is related to the criterion under examination or to what the researcher considers to be an important demographic characteristic (or both). For example in Stratum III in Table 8.14 we note that there are 637 population elements (teachers).

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[1] In this case Stratum I would consist of all those sections with between 1 and 6 full-time teachers.

Table 8.14 A Proportionate Stratified Sample Design for Full-time Teachers with a Sample Size Equal to 500

Stratum	Size	Proportionate sample[a]	Rounded sample
I (1-6)	42	21	21
II (7-29)	321	160.5	161
III (30+)	637	318.5	319
Total	1000	500	501

[a] Size of proportionate sample:

$$\frac{\text{Total number of teachers in stratum}}{\text{Total number of teachers in survey population}} \times \text{Total sample size}$$

Prior to selecting the sample of 319 elements one could arrange the 637 elements in a list which breaks the sample elements into groups according to college, section, location etc. The hierachy in the use of these categorization variables depends upon the research needs of the study. A suggested hierarchy for the present example is given in Figure 8.4. After the list has been constructed the evaluator can then employ a systematic sampling technique based on a 'random start' and 'constant interval' method. This technique has been described by Ross (1978).

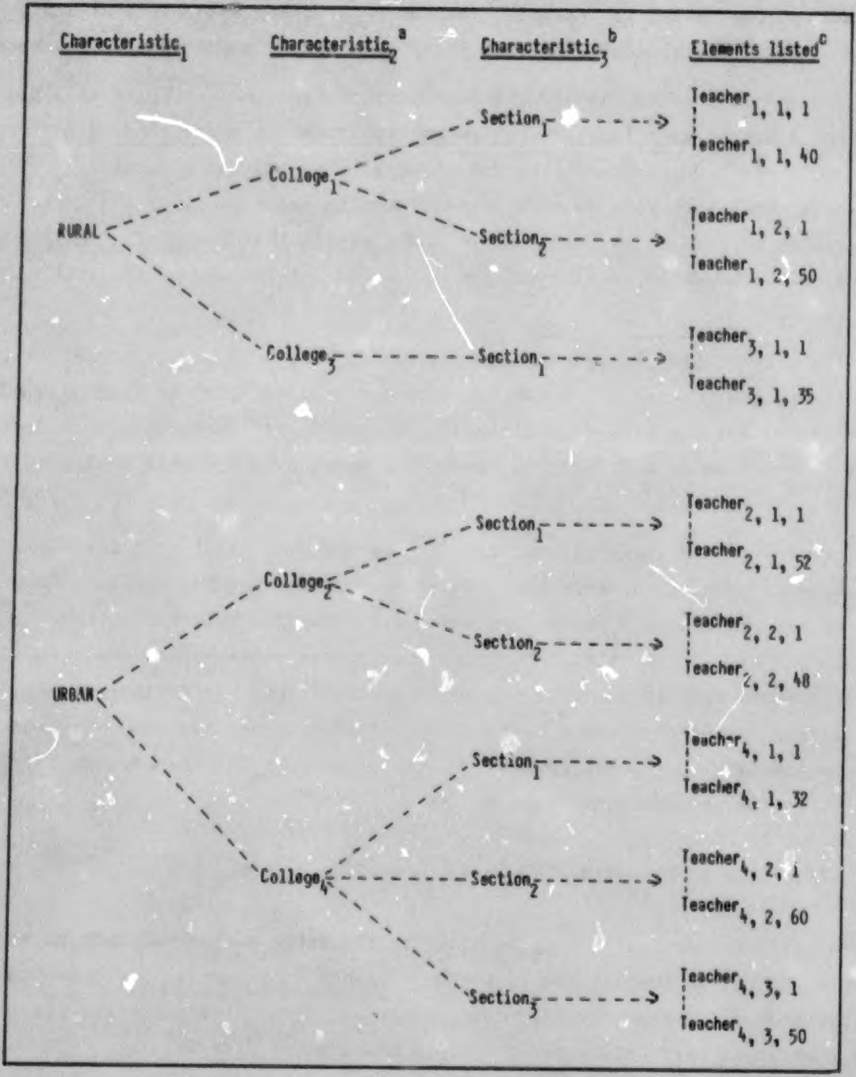
Units of Analysis

Once the data have been collected the analyses could proceed at two levels - the college level and the teacher level.

Consider the teacher as the unit of analysis. Some data derived from both the College and Head of Section Evaluation Reports would be helpful in analysing the operation of the staff development program as far as the teacher is concerned. General characteristics of the college and section could also provide a similar function and would need to be considered.

These data will be of two types.

Firstly, some of the data obtained from the College and Head of Section Evaluation Reports may be usefully compared with that derived from the teachers' reports. Emphasis in this instance would be upon the congruence


Characteristic$_1$
Characteristic$_2$[a]
Characteristic$_3$[b]
Elements listed[c]
RURAL
College$_1$
College$_3$
Section$_1$
Section$_2$
Section$_1$
Teacher$_{1,1,1}$
Teacher$_{1,1,40}$
Teacher$_{1,2,1}$
Teacher$_{1,2,50}$
Teacher$_{3,1,1}$
Teacher$_{3,1,35}$
URBAN
College$_2$
College$_4$
Section$_1$
Section$_2$
Section$_1$
Section$_2$
Section$_3$
Teacher$_{2,1,1}$
Teacher$_{2,1,52}$
Teacher$_{2,2,1}$
Teacher$_{2,2,48}$
Teacher$_{4,1,1}$
Teacher$_{4,1,32}$
Teacher$_{4,2,1}$
Teacher$_{4,2,60}$
Teacher$_{4,3,1}$
Teacher$_{4,3,50}$

[a] Within each group colleges may be listed according to post-code.

[b] Within each group sections may be listed in a random order.

[c] Within each group teachers may be listed in alphabetical order.

Figure 8.4 A Framework for a Proportionate Sample of Teachers Clustered According to Location, College and Section

of perceptions about, for example, factors restricting attendance at staff development activities or important staff development needs amongst teachers.

Secondly, some of the information obtained from these reports will not have been sought from teachers but may be important in understanding a teacher's staff development programs. The college program organizer's comments on system-wide factors such as funding arrangement or the general management of the college program would fit within this category. Another might be the heads of section comments upon the functioning of the section and college.

In either case the system evaluator would need to assign this information to each teacher, so that the teacher data base included information derived from his or her own head of section or college evaluation report. Computer packages such as OSIRIS and SPSS, provide a means by which this disaggregation of data may be done.[1]

However the disaggregation of data from a higher level to a lower level of analysis reduces the effective sample size of the teacher sample. This is because the teachers are not randomly distributed across the entire sample but are nested within clusters, these being sections and colleges. This produces what is known as a design effect whereby the estimation of population parameters cannot be based upon computational formulae assuming simple random sampling procedures. We can compensate for this design effect by estimating the effective sample size as follows:

$$\text{Effective sample size} = \frac{\text{Actual sample size}}{\text{Deff}}$$

where Deff, the design effect, is equal to the ratio of the variance of the sample mean for a complex sample to the variance of a simple random sample of the same size (Kish, 1965). Ross (1978) suggests a technique for the calculation of Deff values for a variety of sampling designs.

When considering the college as a unit of analysis the system evaluator can aggregate the relevant teacher and head of section data to the college level. In this case one would usually be dealing with mean teacher scores on such variables as staff development needs and factors affecting their participation in the program. Similar information provided by heads of section would also be of use. As with the disaggregation of data, computer programs facilitate the aggregation of data to the college level. The SPSS program AGGREGATE provides a simple means of adding mean teacher or head of section scores to the college files. It can also aggregate data about the percentage of teachers/heads of section who respond to a particular category of variable. In this latter instance an example might be helpful. It would seem important when analysing the data at the college level to include current staff development needs. The system-evaluator might be especially interested in the number of staff members in a college who have indicated that it is 'essential' for them to receive staff development assistance in a certain area of their job. The SPSS program provides a facility which enables the percentage of staff in the college to whom such assistance is essential to be added to the college data file. Similarly the evaluator may be interested in including in the college analyses the percentage of staff who find that the cost of activities has 'nil' effect on their participation in the program. Again the SPSS provides this facility.

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[1] The OSIRIS program has been designed by the Institute of Social Research University of Michigan. For program details see OSIRIS users' manual (Institute for Social Research, 1971). The SPSS programs (Nie et al., 1975), developed by the University of Chicago, are also widely used in the social sciences.

This concludes a consideration of the units of analysis which are relevant to a system-wide evaluation. The next section will examine how system-wide data may be processed.

Suggested Analysis

The types of analyses suggested for college-based evaluation may also be applied to a system-wide evaluation. System evaluators possibly also have at their disposal resources that enable more sophisticated forms of statistical analyses to be performed. Several of these analyses will be briefly discussed as they might apply to the present evaluation study. Before this is done a comment upon criteria would be of some value. At the current stage of the study the criteria used for the analyses are individual items. No scales have been constructed nor composite variables produced. Such developments could result from future research, either on the present data base or on data derived from more strictly controlled sampling procedures.

The further analysis of congruence. Already procedures for constructing profiles and assessing profile similarity have been discussed in relation to college-based evaluation of staff development. It is possible to consider the notion of profile similarity in greater detail using a Q-factor analysis technique.

Rummel (1970) in discussing factor analysis points out that any phenomenon can be described along three dimensions. In considering the data on the effectiveness of the program there are (1) the groups of individuals whose perceptions have been obtained, (2) the outcome measures which act as the evaluative criteria and (3) the point of time when effectiveness is assessed. In Rummel's terminology these correspond to 'entities', 'characteristics' and 'occasion'. Generally the correlation matrix used as the basic input for factor analysis comprises correlations between pairs of characteristics. This form of factor analysis is known as R-factor analysis. Factor analysis may also be based upon the correlation matrix of entities, and in this approach is referred to as Q-factor analysis. Stephenson (1953) sums up the differences of technique quite clearly:

> R-factor analysis - Tests are applied to a sample of persons and the correlations between the tests are factored.
>
> Q-factor analysis - Persons are applied to a sample of statements or items, and the correlations between person arrays are factored.

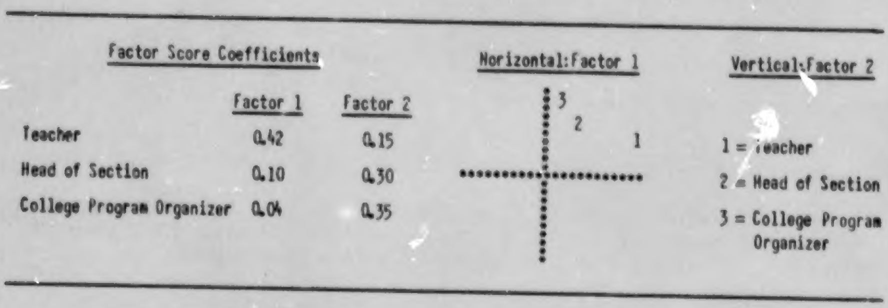
In the current study the system evaluator is concerned with testing the similarities of profiles by examining the correlations between the mean scores of three groups (teachers, heads of section, college program organizers) across a range of evaluative criteria. The SPSS program provides a means of doing such a factor analysis using its FACTOR program. However for Q-factoring with FACTOR the data have to be transposed before the calculation of the correlation matrix.

Figure 8.5 contains a typical set of results derived from this procedure. In this case the evaluator could conclude that the perceptions of the heads of section and the college program organizers were similar. By contrast the perceptions of the teachers were not similar to those of either group. The example we have chosen is quite simple. The usefulness of this more complex procedure for dealing with profile similarity is more evident when one wishes to compare the similarity between a larger number of profiles concerning the same set of variables. This would be the case if the system evaluator wishes to differentiate rural from urban groups or specialist areas of teaching among teachers and heads of section.

The further analysis of contingencies. Relationships between and within background factors, processes and outcomes may be analysed using a variety of statistical procedures. Some such as multiple regression analysis are fairly well documented and do not require comment. Two procedures which appear particularly suited to examining relationships inherent in the operation of the staff development program are not so well known. These are the Automatic Interaction Detector (AID) computer program search strategy and the multivariate technique known as canonical correlation analysis.

From a system evalutor's viewpoint one of the more interesting relationships which might be examined is between staff development needs (dependent variable) and a set of teacher and college/system characteristics (independent variables). As an initial hypothesis the evaluator might suppose that staff development needs are related to the following variables: location of college, size of college, level of college funding for staff development in previous year(s), specialist area of teaching, teaching experience, teacher training and industrial experience. Information regarding each of the seven variables can be obtained during an evaluation study.

In describing the level of staff development need (either a specific need or some composite of all needs) in terms of each of these variables



Factor Score Coefficients

	Factor 1	Factor 2
Teacher	0.42	0.15
Head of Section	0.10	0.30
College Program Organizer	0.04	0.35

Vertical:Factor 2

1 = Teacher
2 = Head of Section
3 = College Program Organizer

Figure 8.5 Example of SPSS Printout for Plotted Factors Resulting from a Q-factor Analysis of Teachers, Heads of Section and College Program Organizers Perceptions of the Effectiveness of the Program upon Multiple Criteria

the evaluator may construct a series of contingency tables to sort the data.[1] For example, he may construct the following two tables in examining the relationship between the location of a college and the need for increased knowledge of modern developments in industry and commerce for each of two specialist teaching areas:

For technical studies

		Type of college	
		rural	urban
Level of need	High ('essential')		
	Low ('helpful' or 'nil')		

For business studies

		Type of college	
		rural	urban
Level of need	High ('essential')		
	Low ('helpful' or 'nil')		

However this form of analysis may result in excessive numbers of contingency tables which are than difficult to analyse in toto.

An alternative, and more efficient approach, to describing the level of staff development need in terms of the variables is by means of the AID computer program (Sonquist and Morgan, 1964). The AID is commonly used to search for structural relationships between one criterion and a number of predictors that are believed to be related to the criteria. Central to its operation is the question: 'What dichotomous split on which a single predictor variable will give us a maximum improvement in our ability to predict values of the dependent variables?' (Sonquist et al., 1973). With this underlying strategy the AID program divides the sample through a series of dichotomous splits into a mutually exclusive series of subgroups which differ from each other with respect to the criterion.[2]

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[1] For an excellent treatment of analysing contingency tables see Rosenberg (1968).

[2] Ainley (1976) using the program in an evaluation of the Australian Science Facilities Program has described it in the following way: 'The program operates by finding that dichotomy based on any of the predictor variables which gives the least within groups sum of squared deviations and the greatest between groups sum of squared deviations for the criterion variable. This is the split which accounts for more of the variance in the criterion than any other possible split. Once the split has been made the program then treats each group which has been formed as a candidate for further splitting. The process continues until some specified criteria fail to be satisfied. That group is then a terminal group. The criteria for splitting to occur are specified as a minimum additional proportion of the variance which must be accounted for and a minimum group size for the groups which are to be formed. For each split a t-value is computed so that the significance of the difference between group means can be estimated'.

Figure 8.6 provides an illustration of possible subgroups that might be produced as a result of applying the AID program to the present example. Teachers are the unit of analysis and the data is quite fictitious. In that example those teachers who had less than four years industrial experience, more than three years teaching experience and taught in the technical studies area were most in need of increasing their knowledge of modern developments in industry and commerce.

The overall usefulness of the AID program is in its capacity to sort a set of predictors into those that are more or less strongly related, in a statistical sense, to the criterion. It is of particular assistance in the preliminary detection of patterns within the data before other forms of analysis are implemented.

In the above analysis the evaluator is concerned with only one criterion measure, viz. a staff development need. However in the overall evaluative framework that is proposed there are sets of multiple predictors and multiple criteria. Under these circumstances canonical correlation analysis is the appropriate form of analysis (Darlington et al., 1973). A computer program CANON developed by Cooley and Lohnes (1971) performs such an analysis.

Canonical correlation analysis is a technique which can be applied to two sets of variables. These sets of variables will be defined by the evaluator as having some theoretical meaning. In the present study these might be a set of background factors, a set of processes or a set of outcomes. The aim of canonical correlation analysis is to derive a weighted composite from each set of variables such that the correlation between each composite is maximized. These composites are referred to as the first pair of canonical variates. From these variates it is possible to determine the correlation between each of the composites (canonical correlation) and between each composite and its constituent variables (structure coefficients). The canonical correlation represents the amount of variance in one composite accounted for by the other; in contrast, the structure coefficient reflects the importance of the original variable in forming a composite. A second pair of weighted composites is then selected to account for as much of the remaining relationship between the original two sets of variables as possible. This second pair of composites or canonical variates will be uncorrelated with the first set. The final number of significant canonical variates indicates the number of different ways in which the two sets of variables can be related.

Extent to which an increased knowledge of modern developments in industry and commerce is required

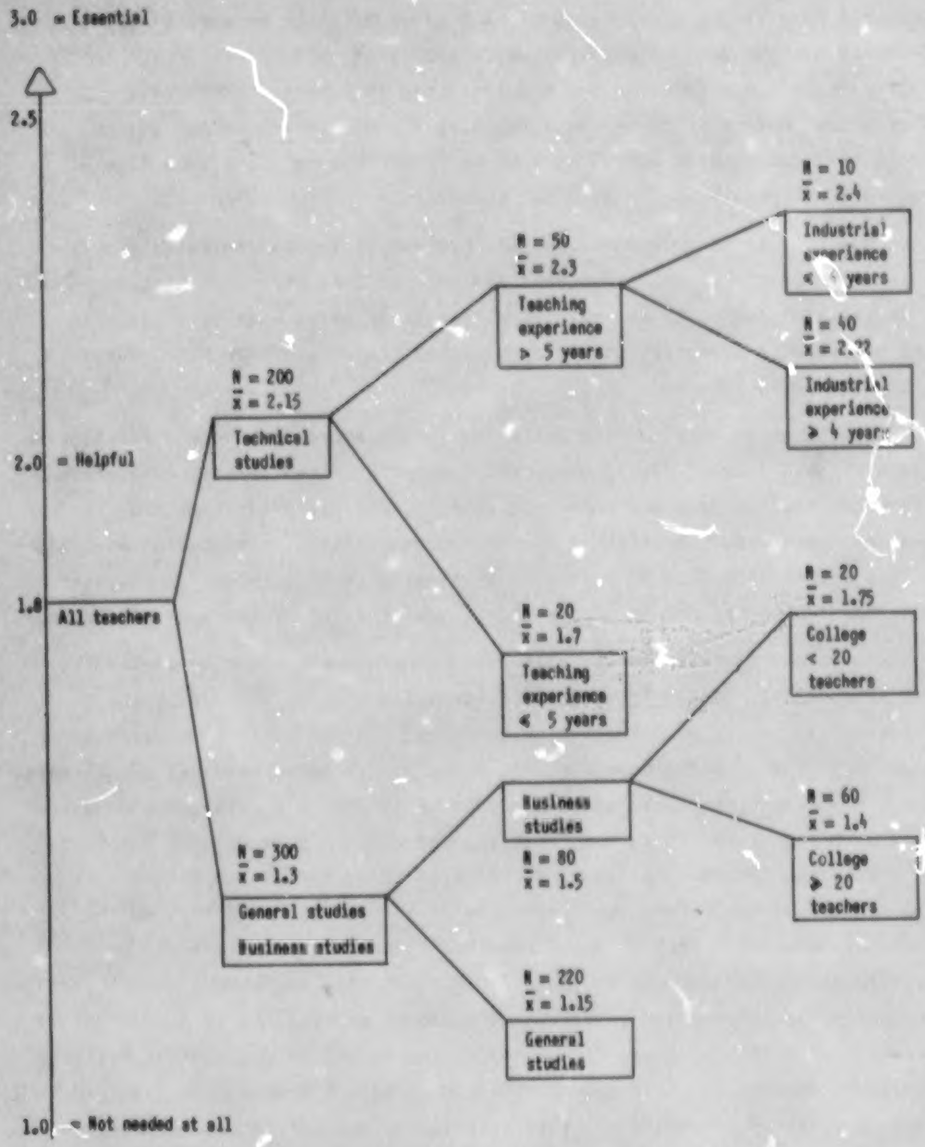
3.0 = Essential
2.5
2.0 = Helpful
1.8
1.0 = Not needed at all
All teachers
N = 200
x̄ = 2.15
Technical studies
N = 300
x̄ = 1.3
General studies
Business studies
N = 50
x̄ = 2.3
Teaching experience > 5 years
N = 20
x̄ = 1.7
Teaching experience ≤ 5 years
Business studies
N = 80
x̄ = 1.5
N = 220
x̄ = 1.15
General studies
N = 10
x̄ = 2.4
Industrial experience ≤ 4 years
N = 40
x̄ = 2.22
Industrial experience > 4 years
N = 20
x̄ = 1.75
College < 20 teachers
N = 60
x̄ = 1.4
College > 20 teachers

Figure 8.6 A Possible Set of Subgroups from Within a Sample of Teachers with Respect to a Staff Development Need and Formed by Means of the AID Computer Program

So far we have been discussing canonical analysis in terms of two sets of variables. This may be appropriate for examining relationships between a set of background factors and a set of process variables or between a set of process variables and a set of outcomes. The present study is concerned with three sets of variables rather than two. Keeves (1974) used a canonical variate analysis strategy to examine the relationship between antecedent, mediator and criterion variables in a study of school learning. Two canonical analyses were performed. In the first canonical analysis one set of variables comprised the criterion variables and the other a combination of the antecedent and mediator variables. In the second analysis the input comprised the antecedent variables as one set and the mediator variables as the other. By using this strategy Keeves was able to examine the strength and nature of the relationships within each set of variables and between the sets of variables. Such a procedure appears suited to examining relationships within the proposed evaluative framework.

However we must point out that a canonical correlation analysis produces canonical variates based upon a procedure which seeks to maximize the correlation between variates. As a result statistically significant variates may be produced which possess no theoretical relevance. This suggests that the system evaluator using such a technique must carefully consider the selection of variables which comprise each set and guard against the temptation of including too many variables which may lead to difficulties of interpretation.

Figure 8.7 illustrates three sets of variables associated with background factors, processes and outcomes which might serve as a basis for a canonical analysis of the contingencies inherent in the evaluative framework. In this example we have posed the question: What are the college and teacher characteristics ('background factors') which affect the outcomes ('outcomes') of different types of staff development activities ('processes') attended by teachers? This would be a typical issue raised in an evaluation. Adopting the procedure outlined above the canonical analyses would first involve the sets of outcome variables and the combined sets of background factor and process variables, and second the set of background factor variables and the set of process variables. This would enable relationships between and within each of the general categories of variables to be examined.

Judgment

The judgmental process has already been treated in considerable detail and what is relevant to college-based evaluation is also pertinent to system-wide evaluations of the staff development program. Comment is warranted on two further aspects of the judgmental process.

If the evaluator is interested in finding out whether individuals will perform better after participating in a program than they otherwise would have done without such participation then the evaluator might make two measurements. The evaluator will need to measure how well the individuals perform after the program and then estimate how well they would have performed without participating in the program. The difference between each of these estimates is an indication of the effectiveness of the program. This strategy for evaluating program effectiveness is central to curriculum evaluation. Yet the methodology proposed in this study has emphasized only the first aspect of this basic evaluation strategy; it has not presented a means of estimating the second. We would argue that it may not even be

Background Factors	Process	Outcomes[1]
1 Needs related to specialist area	8 Seminars/conferences attended	Teacher outcomes –
2 Needs related to teaching practice		13 Teacher performance *
3 Needs related to personal development	9 Industrial visits	14 Career related *
4 Needs related to general concepts of education	10 College visits	College outcomes –
5 Specialist area of teaching	11 Short courses/ workshops	15 Curriculum
6 Factors facilitating the introduction of change *		16 Teaching practices
	12 Formal course-work	17 Organizational development *
7 Factors restricting the introduction of change *		18 System outcomes

[1] It would be necessary to cluster the list of possible outcomes in order to reduce the number of variables in the 'outcomes' set.

* These variables could be treated in a manner similar to a scale and total scores from all constituent items used in the analysis.

Figure 8.7 Variables for the Inclusion in a Canonical Correlation Analysis of Staff Development Programs

possible to estimate, in any rigorous manner, how staff would have performed without participating in the program.

The selection of an appropriate evaluation design which incorporates both aspects of the evaluation strategy mentioned above is far more difficult in the case of staff development evaluation than it would be for curriculum evaluation. The design chosen must be capable of examining the following relationship:

Treatment effect = Observed post-treatment performance - Expected no-treatment performance

(Tallmadge and Wood, 1976)

In the methodology proposed in this study the observed post-treatment performance is equivalent to the mean scores (or median scores) on the 14 evaluative criteria listed in each of the evaluation reports. To obtain an index of the 'expected no-treatment performance' the evaluator needs to design the evaluation study with regard to a comparison group who are not experiencing the program.

Five evaluation designs have been proposed by Horst, Tallmadge and Wood and are described in a series of monographs and accompanying guides (Horst, Tallmadge and Wood, 1975; Tallmadge and Horst, 1976; Tallmadge and Wood, 1976). We do not intend to describe each of the models as they are fully discussed in the original publications. The approach adopted by these authors was to provide a means of selecting the most rigorous model for the collection and analysis of data that was suited to the program being evaluated. These models necessitated a comparison of the program under review either with an alternative program[1] or a set of norms. The five models range from a post-test comparison with matched groups where individuals are paired in terms of pre-test measures and one member of each pair is randomly assigned to a treatment group and the other to a comparison group. This model would produce the most accurate estimate of the treatment group's performance if they had not received the treatment.[2] The least rigorous model is the norm-referenced model whereby individuals are compared to a norm group comprised of a representative sample of those individuals drawn from the reference population.

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[1] In the case of staff development this could also include no program participation.

[2] The treatment here refers to program participation.

The marked difference between curriculum evaluation and staff development evaluation is immediately evident. At very best the system evaluator concerned with a staff development program might only begin to approach a norm-referenced model of evaluation. Even that would require a considerable amount of research as has already been indicated; there are no established norms that relate to the outcome criteria proposed.

There are some fundamental difficulties in establishing a relevant set of norms. It may be possible to develop a set of norms related to teachers' knowledge of concepts and skills relevant to their job. However this suggested outcome of a program is an immediate outcome. It is only of limited importance as far as assessing program effectiveness is concerned. Outcomes such as the introduction of new teaching procedures or changing the curriculum in response to the needs of industry are of greater importance. The construction of norms for this is far more difficult. Other outcomes such as those related to staff commitment to college goals, job satisfaction and career adaptability would require extensive research into their measurement before appropriate norms could be established. In fact such a norming task may not be possible. Even if it were possible from a measurement point of view it may not be possible in practice as it would appear contrary to the professional nature of teaching.

In brief it will take a considerable amount of research into the measurement of staff development outcomes before rigorous evaluation models of the type described by Tallmadge, Horst and Wood in their publications could be utilized. For the moment the system evaluator may well need to ignore the issue of estimating precisely how well staff would have performed without participating in the program.

The second issue related to the judgmental process we wish to raise concerns the 'priorities amongst outcomes' exercise included in the College Evaluation Report. In the original publication from which this exercise is derived Edwards et al. (1977) employed three measures. The first was the value of the outcome and is equivalent to the priority index used in this study. The second was an effectiveness measure similar to the effect index. The third measure they described was the decision-makers estimation of the probability of achieving a particular goal or outcome prior to the implementation of the program: Edwards et al. recognized that before decisions are made often only limited knowledge exists about process-outcome relationships which characterize the program. Still, they note, decision-makers will select one program in preference to another in order, hopefully, to achieve a set of outcomes. Tydeman and Mitchell (1979) have a similar index 'probability of occurrence', in their decision-making model about future events. Formal procedures for the estimation of the probability of goal attainment for particular programs would appear an important adjunct to the planning phase of a staff development program and one which could be introduced easily into the proposed methodology. Decisions regarding future activities would be made on the basis of the values attached to their potential outcomes and the probability that such outcomes might eventuate.

This concludes a consideration of both the proposed college trial of a methodology for the evaluation of staff development and its application to system-wide evaluation. The final chapter of this volume of the report is concerned with the application of the methodology to specific staff development activities.

CHAPTER 9

THE EVALUATION OF SOME SPECIFIC STAFF DEVELOPMENT STRATEGIES

An evaluation methodology has been proposed for staff development programs. The general approaches involved in the methodology may also be applied to the evaluation of specific activities. This final chapter examines its application to college development programs, overseas study programs and a variety of other centrally-funded activities. It also examines how appropriate staff development activities might be designed in order to meet specific needs that are identified through the course of an evaluation study.

The Evaluation of College Development Programs

Central to the evaluation of college development programs are three requirements. There is a need to:

(a) identify those characteristics of the college and staff which provide the basis for a college development program;

(b) describe the college development program itself; strategies directed towards improving organizational effectiveness are extremely diverse and possess no commonly accepted structure; and

(c) define in a systematic manner the evaluative criteria by which the effectiveness of the program can be assessed.

Each of these three concerns relate to the three general categories of variables which underly the evaluation strategy for the current study: background factors, processes and outcomes.

It is not our intention to relate each of these issues to the many organizational development models underlying college development programs. That is beyond the scope of the study. Rather, we take as an example one model which has gained some prominence in its application to Australian education institutions and which has already been discussed in Chapter 6. This is the organizational development model of Schmuck and Miles (1971) and outlined by Mulford (1978). It could be expected that the evaluation of background factors, processes and outcomes associated with this model would provide insights into the evaluation of other models of organizational development.

Background Factors

The organization development model with which this study is concerned focuses on three levels of college organization. Firstly, at the interpersonal level individual staff members interact on a personal basis. At a second level groups of staff members work together towards a common goal and interact with other groups of staff who also possess specific functions within the institution. Each of these groups may be referred to as *subsystems*. Examples of subsystems would include departments in Victorian TAFE colleges and schools in South Australian DFE colleges. Finally, at the system level the entire educational institution is considered as an organization which maintains structures and routines which may either restrict or support interpersonal and subsystem functioning.

This suggests three sets of background factors: interpersonal skills of staff members, organizational processes of sections within the college and organizational processes of the college itself.

1 Interpersonal skills of staff

Three interpersonal skills appear particularly important to the effective functioning of sections and the overall college. These are the staff member's ability to exchange information, identify problems and implement solutions (Schmuck and Miles, 1971). Exchanging information involves sharing relevant information about the many aspects of one's job with colleagues. Identifying problems in one's job requires being able to assess the present situation in terms of alternative situations which may be preferable; it also entails the ability to identify underlying factors from which problems arise. Finally, the implementation of solutions requires an ability to plan a course of action, taking into account its effect upon colleagues, and then carry that plan of action through to a successful conclusion. The first of these relates to communication skills and the latter two relate to problem-solving skills.

Each of these interpersonal skills is dependent upon the context. If the staff member is a teacher then the skills will be closely associated with the teacher's other areas of skill which define his role in the organization. For example, a teacher's ability to identify and solve a teaching problem would be influenced by the staff member's knowledge of teaching methodology, subject matter and evaluation procedures.

It is important therefore to consider, in the evaluation of college development programs, staff levels of both interpersonal skills and more specialist skills, even though college development programs are not specifically directed towards the latter.[1]

2 Organizational processes of the section and college.

Fifteen organizational processes have been described in Chapter 6 which relate to the functioning of sections and colleges, and require no further elaboration here. However there is a further background factor, described by Schmuck and Miles (1971), which is closely associated with these organizational processes. This is the *readiness* of the college staff to undertake a college development program. Schmuck et al. (1975) list the following as signs of a college staff's readiness to participate in the program.

(1) visible signs of emerging interdependence of the staff;
(2) the principals' commitment to staff collaboration;
(3) formal consensus of the staff to use consultation for specific structural changes;
(4) staff norms supporting openness and confrontation;
(5) staff norms supporting sticking with group tasks;
(6) staff norms supporting differences in educational philosophy and instructional style. (Schmuck et al. 1975:355)

These comprise, however, the very qualities in organizational functioning which the program is designed to develop. Mulford and his colleagues, in noting this, conclude that 'for a successful OD [organizational development exercise] there must be at least some suggestion in the client school of a readiness to change and some small amount of co-operative interdependence' (Mulford et al., 1977:222). These authors suggest that indication of readiness include:

- the principal and senior staff being committed to a college development program, and subsequent program outcomes.
- a commitment in terms of resources (e.g. time, money) to both the program and follow-up.
- the active participation of all staff in the decision to become involved in the program.

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[1] Specialist skills related to teaching staff, senior management and non-teaching staff have already been discussed in Chapter 6.

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3 Contextual factors

There are many factors which influence the functioning of a college and individual staff members but which are not easily changed. These *contextual* factors may refer to student characteristics, system policies and social influences and may have a large effect upon the stability of outcomes derived from a college development program. A well designed program is regarded as one which takes into account important contextual factors so as to ensure continuing benefits from the program following its conclusion.

Another group of important contextual factors will be college characteristics such as size and breadth of purpose. These college contextual factors not only influence the outcomes of a college development program but they will also directly affect its implementation.

Processes

One of the major difficulties in evaluating a college development program is defining the processes inherent in the strategy which is used. In Chapter 6 the following definition of an organizational development strategy of the type proposed by Schmuck and Miles (1971), was presented:

> A planned intervention by external change agents/O.D. consultants, using behavioural science knowledge to help an *organization* to diagnose its organizational purposes and processes and develop a plan through which all members of the organization can, *themselves*, modify these purposes and processes in such a way that they can sustain the modification processes in a changing environment. (Mulford *et al*. 1977)

The processes underlying this strategy can now be examined in more detail. Following discussions with consultants and staff who have implemented this type of organizational development program it would seem useful to identify five major phases within the strategy. These are:

Approach and commitment. This phase of the process is characterized by a commitment of the principal, senior staff and general staff to the notion of a college development program. Particular features of this phase include a clarification of the broad aims which the program might encompass, the establishment of an appropriate relationship between staff and external consultants and an increasing understanding of staff about the nature of the strategy to be implemented.

Data gathering. Once the broad aims of the program have been defined data are collected by consultants in order to provide an indication of the effectiveness of those organizational processes relevant to the attainment of these aims.

Feedback of preliminary information. The major purpose of this phase is to use the data collected as a means of establishing the specific goals of the subsequent program. This information is presented to staff in such a way as to assist their recognition of areas of staff and college functioning which may require further development.

Training or intervention program. In this model of organizational development the intervention period comprises a series of 'structured experiences' or exercises which groups of staff participate in. These exercises are designed to either create awareness among staff concerning aspects of college functioning or lead to the development of particular skills among the participants. As a result, action plans may be designed to alleviate specific problems identified during the exercises. A second important feature of this phase is to identify college staff who will assist in a continuing development program within the college following the conclusion of the formal intervention period.[1]

Evaluation and the continuing college development program. Following the intervention phase of the program staff return to their everyday college experiences. Evaluation plays an important role in monitoring changes that result from earlier phases and provides a continuing stimulus for further college development.

Figure 9.1 summarizes the specific features which may characterize each of the above five phases of a college development program which utilizes an external consultant, and a formal intervention period. College development programs employing different approaches will possess some of these features and not others. For example during the course of this study there was one college development program where the external consultant was not significantly involved in the early phases of the program, where there was very little reliance placed upon structured experiences and where only in later phases did the consultant play an important, yet still extremely 'low-key' role. The usefulness of the set of possible features of a college development program which we have listed is that it provides a basis on which the many types of such programs might be defined.

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[1] Mulford et al. (1977) include this process - the identification and training of college facilitators - in a separate phase of the strategy.

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PHASE 1: Approach and Commitment

- the principal and senior staff are committed to the program, and subsequent outcomes of the program
- there is a commitment in terms of resources (e.g. time, money) to both the program and follow-up
- the staff actively participate in the decision to become involved in the program
- the target group are all the staff of the college
- the college staff initiate the contact with the consultant
- the staff are given the opportunity to define the boundaries of the program
- information concerning organizational development types of activities are disseminated before commitment
- the processes of organizational development are understood by staff
- the consultant informally interacts with staff before the staff expresses commitment

PHASE 2: Data Gathering

- during the collection of data the consultants keep a 'low' profile
- data collection, e.g. questionnaires and interviews, are seen as related to initial broad aims of the program
- data is collected from all staff
- data collection is not seen as threatening to the staff
- the data collected is seen as relevant to college processes
- the data collected is sufficiently comprehensive for the needs of the college program

PHASE 3: Feedback of Preliminary Information

- the questionnaire material is used by the staff for diagnostic purposes
- information fed back to staff is in an easy-to-understand form
- all staff are involved in the identification of the areas in need of improvement
- specific aims are set by the staff for the college development program
- a 'contract' between the college staff and the consultants is decided upon which relates to the specific aims of the program
- a 'climate' is established for the appropriateness of an organizational development activity

Figure 9.1 continued/...

Figure 9.1 page 2

PHASE 4: The Training or Intervention Program

- the activities used are seen to be related to the aims of the program
- there is a discussion of the processes that are involved in each activity
- there is discussion of applications of the activity to the college situation
- consultant emphasizes underlying organizational processes rather than specific college-related content
- specific 'areas of concern' of the college are identified
- action plans to alleviate these 'areas of concern' are established
- supportive aspects of the college structure are not ignored
- a large number of staff participates in the activities on most occasions
- activities are designed so that the staff become less dependent upon the consultant during the program
- within college facilitators for future action are identified and trained
- evaluation of the effectiveness of the activities is undertaken throughout the program

PHASE 5: Evaluation and Continuing Development

- facilitators are active in the college situation
- action plans generated from the program are implemented and monitored
- continuing evaluation and feedback to staff occurs
- external consultant assists in the continuing college development program

Figure 9.1 A Summary of Features which may Characterize a College Development Program which Utilizes an External Consultant and a Formal Intervention Period

In brief, the evaluation of a college development program must take into account the various processes which comprise the strategy. Five major processes have been described which characterize one particular strategy that might be adopted. Central to these processes were the identification of specific program aims, the further development of interpersonal skills and organizational processes, the construction of action plans to alleviate problems identified during the program and finally the ongoing evaluation of program benefits.

Outcomes

Outcomes from a staff development program may occur at the conclusion of the activity, shortly after the activity or in the long-term. These have been referred to in Chapter 6 as immediate, intermediate and long-term outcomes. Outcomes representing each of these categories might be expected to result from a college development program.

1 Immediate outcomes

Outcomes evident immediately after a college development program are most likely to be associated with the development of interpersonal skills among the participants. Two of these have been mentioned: communication skills and problem-solving skills. Other areas of skill may have been identified during the preliminary phases of the program as requiring further development, and an increase in the level of these skills could be expected. Leadership skills among senior staff would be a typical example. It is also possible that certain organizational outcomes may begin to emerge by the conclusion of the formal aspects of the program. Such outcomes include an increased awareness of the overall work of the college by participants and greater social and professional contact between various sections of the college.

2 Intermediate (and long-term) outcomes

Intermediate outcomes may be associated with individual staff members, sections of the college or the college as a whole. The acquisition of interpersonal skills may continue after the conclusion of the formal aspects of the program. This could occur when 'facilitators' were active in the college following the conclusion of the intervention period.

Intermediate organization-related outcomes may occur at the section and college levels and be specific to the organizational processes that characterize both these levels of institutional functioning. Fifteen of these processes have been defined earlier and the further development of each constitutes an important set of intermediate outcomes.

Action plans designed during the program to alleviate particular college problems may be acted upon subsequently and result in a further set of intermediate outcomes. These action plans and associated areas of concern might refer to a wide variety of aspects of college functioning, such as the clarification of job profiles, a re-examination of course time-tables and room allocations, and a reappraisal of funding criteria.

A group of 12 possible college-related outcomes of a staff development program has been identified in Chapter 6 of this report. These outcomes may also result from college development programs. For example, underlying the organization development model is a concern for developing a work environment which leads to improved job satisfaction amongst staff. This is also one of the college-related outcomes listed. Greater professional contact between non-teaching and teaching staff is another possible outcome common to both. Each of these outcomes could be expected to develop directly from a college development program. Some college-related outcomes may be less directly associated with the college development program. Typical of these outcomes would be changes made to curricula in response to the needs of industry and commerce. Such an outcome might only become manifest after the emergence of an increased level of college responsiveness, itself an intermediate outcome of the program. Outcomes such as increased use of library facilities may also result but will be dependent, in part, upon the prior development of certain organizational processes of the type already described.

There would appear to be a variety of different possible outcomes arising from a college development program. Some outcomes may be more closely associated with the individual staff member and others with either the section or the entire college. Some outcomes may be a direct consequence of the college development program and others may be related only indirectly. Finally, some outcomes may be evident immediately after the formal aspects of the program have concluded, whereas other possibly more important outcomes may emerge during the following year or two.

Summary of the Proposed Evaluation Framework

Three general categories of factors have been used to specify the various elements which comprise an evaluation of college development programs. The general categories, background factors, processes and outcomes, are the same as those proposed in the evaluation methodology for staff development programs. There are also certain similarities in regard to the specific elements which constitute these general categories, especially in regard to background factors and possible program outcomes.

A summary of the proposed evaluation framework for a college development program is presented in Figure 9.2.

Methods and Measures

The overall approach to the collection of evaluative data is similar to that proposed for the evaluation of staff development programs in general. It will be recalled that the collection of data from different staff members was suggested. This would also seem appropriate in the present situation. General college staff, senior management, staff development officers and program organizers are able to give valuable insights into each of the elements which comprise the evaluation framework.

The measures however will be different from those suggested for the evaluation of staff development programs. Instead they need to focus upon the specific aspects of a college development program. Since college development programs differ according to the colleges in which they are implemented, it is not possible to compile a set of measures which may be used in the evaluation of all such programs. Some measures may be generalizable but others not. It was decided therefore to design a number of instruments which would be useful in evaluating a specific college development program which was implemented in the early stages of the present study. These instruments could then be modified according to the particular requirements of other colleges wishing to evaluate a similar program. In the case of those colleges using an entirely different approach it was still felt that the instruments would provide sufficient guidelines for them to construct their own evaluation procedures.

The selection of the most appropriate types of instruments for the evaluation of college development programs is difficult. Questionnaires have been used in the evaluation of organization development programs in Australian educational institutions with only limited success (e.g. Mulford and Kendall, 1976; Bradley, 1978). Mulford et al. (1977) suggest that the application of North American questionnaires, which have been used in their

General category	Major element	Specific element
Background factors	staff characteristics	interpersonal skills
		specialist skills
		program readiness
	section characteristics	organizational processes
	college characteristics	organizational processes
		program readiness
	contextual factors	student characteristics
		college characteristics
		system characteristics
		social characteristics
Processes	college development program	approach and commitment
		data gathering
		feedback of preliminary information
		training or intervention
		evaluation and continuing development
Outcomes	immediate outcomes	benefit to staff member
	intermediate outcomes	- interpersonal skills
	long-term outcomes	- specialist skills
		benefit to college
		- organizational processes
		- alleviation of specific processes
		- general outcomes

Figure 9.2 The General Categories, Major Elements and Specific Elements of an Evaluation of a College Development Program

evaluation studies, to the Australian context does not take into account important cultural differences between the two countries in regard to teaching. These authors further point out that there may be an interaction between the effect of the program and the staff member's responses on particular questionnaire items. This for example would make the interpretation of change scores produced by pre-test and post-test comparisons difficult. It would appear that in regard to certain elements of the framework greater reliance must be placed upon evidence collected by interviews, diaries and observations.

The college development program which provided the basis for this aspect of the present study made use of an external consultant and a formal intervention period, and represented an organization development exercise of the type described by Mulford et al. (1977). At the time this study commenced the data gathering phase of the program had just been completed. For the evaluation of this particular college development program the following three instruments were designed:

(a) a checklist: Defining a College Development Program;

(b) a Staff Evaluation Report for a College Development Program;

(c) a format for assessing the Intermediate outcomes of a College Development Program.

These instruments were augmented by observations made during the intervention period and discussions with participants and program organizers both during and after that period.[1]

1 The Checklist for Defining a College Development Program

A checklist for the definition of a college development program has been designed which focuses on each of the characteristics described in Figure 9.1. The purpose of this checklist is two-fold. Firstly, it enables a program organizer to consider the many possible aspects of such a program and then to select those features which are felt most relevant to the situation. Secondly, it provides a frame of reference by which a college development program that has already been implemented can be adequately defined. It has been noted already that this second purpose is a central concern in the evaluation of organization development strategies.

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[1] These instruments appear in Appendices 9 and 10.

A total of 35 possible features of a college development program were included in the checklist. Thirty of these features related to the processes of the program and five to the background factors associated with the readiness of staff to participate.

The staff development officer in charge of the college development program with which this study was concerned was asked to complete the checklist three weeks after the conclusion of the intervention (training) period. He was asked to comment upon the applicability and/or desirability of each feature listed to the program which had just concluded. The checklist was open-ended in design which was felt a more valuable source of information than one employing a scale of the sort 'true of this program - not true of this program' for each feature.

The Checklist 'Defining a College Development Program' is contained in Appendix 9.

2 Staff Evaluation Report for a College Development Program

An evaluation report was designed in order to obtain staff members' perceptions of certain background factors, processes and immediate outcomes associated with the program and specified in the proposed evaluation framework. It was intended that data obtained from this report would complement that obtained from the Checklist described above. Furthermore it was intended that the evaluation report would have particular relevance to the intervention period, which was the major phase of this college development program. This intervention period consisted of a four-day workshop organized in a conference centre approximately four miles from the college concerned. The focus of the report was therefore upon background factors, processes and outcomes pertinent to that workshop.[1]

Background factors. A major influence upon the success of a program is the commitment by staff to the aims of the program. Question 2 on the report asked whether, before attending the workshop, the staff felt that such a workshop was necessary. Staff commitment is influenced by staff involvement in the early phases of the program, especially in regard to the formulation of program aims. Questions 1, 3 and 4 were intended to measure staff involvement in the formulation of the aims of the workshop and the clarity with which they perceived the intended aims.

The needs of staff in regard to interpersonal skills and other specialist skills constitute another important group of background factors. The workshop was designed to lead to the further development of four sets of skills: leadership skills, communication skills, adult teaching skills and problem solving skills. Staff were asked to indicate:

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[1] The report is contained in Appendix 10.

(a) their current needs in regard to each of these four skills;

(b) the extent to which the program appeared to be directed towards the acquisition of each of these four skills.

This information was sought in Questions 6 and 7 of the evaluation report.

Processes. The workshop consisted of a set of 'structured experiences' directed towards the acquisition of the four skills described above and an increase in overall college effectiveness. Data concerning the processes inherent in this workshop situation were obtained in the following manner. Staff were presented a list of typical characteristics of organization development workshops and asked to indicate whether they were true of the workshop which they had just experienced. These characteristics had been derived from the literature and discussions with organization development program organizers.

Sample statements from this section of the evaluation report are included in Figure 9.3.

Outcomes. Immediate outcomes relating to the acquisition of communication skills, problem solving skills, adult teaching skills and leadership skills were expected to be evident at the conclusion of the workshop. Staff members were therefore asked to indicate the extent to which these outcomes had been achieved.

A second group of possible outcomes concerns the alleviation of specific college problems which are identified during the course of the workshop. During this particular worshop 12 problem areas were identified and staff were asked whether they thought the workshop would help overcome a selected number of these problem areas.

A sample of this section of the staff evaluation report is included in Figure 9.4.

3 A format for assessing intermediate outcomes

The effectiveness of a college development program may be assessed in regard to five broad clusters of organizational characteristics: communication, decision-making, receptiveness, responsiveness and the use of staff resources. Mulford and Kendall (1976) have used these categories as a basis for organizing evaluative data concerned with program outcomes resulting from an

Below is a list of typical reactions by participants immediately after programs such as this conference. Indicate whether they represent your reactions to this conference by circling the appropriate response.

	Strongly Agree	Agree	?	Disagree	Strongly Disagree
A good interaction between staff and administration	1	2	3	4	5
We got to know each other	1	2	3	4	5
There was not enough time to follow-up on exercises relevant to us	1	2	3	4	5
There was plenty of assistance in solving problems that were aired	1	2	3	4	5
I couldn't see the point of many of the sessions	1	2	3	4	5
We didn't get to the basic problems at our college	1	2	3	4	5
Everybody said what they felt	1	2	3	4	5
More plans of action should have been formulated	1	2	3	4	5

Figure 9.3 The Evaluation of Processes Underlying a College Development Training Workshop: Sample Statements

A list of problem areas within the organization was identified at the conclusion of the conference. A selected number of these are presented below. To what extent do you think the conference will help overcome each of these problem areas? Please circle the appropriate response.

Problem areas identified at the conference	To what extent do you think the conference will help overcome this problem?				Further Comment
	greatly	moderately	slightly	not at all	
There needs to be some rationalization of rooms between departments	1	2	3	4	
The policy and goals of the college require specification	1	2	3	4	

Figure 9.4 The Extent to which Staff Feel the College Development Program Would Alleviate Problems Raised During the Workshop: Sample Statement

organizational development exercise in an Australian secondary school. Each of these clusters of organizational characteristics have been described in earlier sections of this report and provide a suitable framework for the evaluation of outcomes derived from a college development program. Furthermore the general set of college-related outcomes proposed for the evaluation of staff development programs may be incorporated within these five clusters.

Information concerning each of these groups of outcomes can be obtained from questionnaires, interviews and observations. However difficulties associated with the applicability of existing questionnaires to the evaluation of outcomes resulted in the adoption of interviews for this aspect of the study. Interview schedules were designed so as to obtain the perceptions of staff and program organizers in regard to the effects of the college development program upon:

(a) communication and decision-making within the college;

(b) the sensitivity of staff to the areas of concern raised during the workshop;

(c) the ability of the college to respond to suggested changes raised during the workshop; and

(d) the college-related outcomes associated with the evaluation of staff development programs in general.

Interviews were held with the external consultant, the college principal, the staff development officer and general college staff approximately five months after the conclusion of the workshop activity. It was felt that this provided an adequate amount of time for at least some intermediate outcomes to become evident. The interviews were semi-structured and Figure 9.5 provides an indication of the types of questions asked during these interviews.

The Evaluation of College Development Programs - A Summary

An evaluation framework for the evaluation of college development programs has been proposed. Measures designed to obtain information about certain elements contained within that framework have also been presented. These measures may be complemented by measures proposed in earlier sections of this report for the evaluation of staff development programs. For example, the evaluation of background factors may be augmented by the use of those parts of the Head of Section Evaluation Report relevant to the analysis of

Communication

Have you noticed more friendly/co-operative communication between departments since the conference?

Have you noticed any changes in the types of communication that occur? (e.g. less written, more verbal)

Has there been any procedural changes designed to assist in communication between departments, and between the administration and the teaching staff?

Do you feel that your role and that of your section are better understood by the general college staff?

Decision-making

Has there been any devolution of responsibility from the Principal to the Vice-Principal in areas of decision-making?

What about other meetings, such as departmental meetings. Have you noticed any comments regarding improved teacher participation in these meetings?

Use of staff resources

Do you feel that departments would be more likely to ask the assistance of members of other departments?

Has the administration tended to utilize the services of more/different staff?

Receptiveness and responsiveness

Do you find that senior staff are more aware of difficulties in the college, such as timetabling of rooms?

Are senior staff more likely to respond to these difficulties?

Is there a greater awareness amongst senior staff of the need to evaluate organizational processes?

Figure 9.5 A Sample of Questions Asked During an Interview Conducted with a Staff Development Officer

organizational needs at the section and college level. However the measures which have been presented must be considered as guidelines. The evaluation of specific college development programs will be dependent, in large part, upon the ability of the evaluator to construct instruments which have particular relevance to that situation.

Overseas Study Programs

Both the Victorian Technical Schools Division and the South Australian Department of Further Education provide staff with the opportunity to travel outside Australia as part of their continuing professional development. In the Victorian TAFE system these staff development activities are referred to as overseas special investigations and in the South Australian system as overseas scholarships.[1] For the purposes of this report they will be referred to as *overseas study programs*.

The evaluation strategy which has been proposed for the evaluation of staff development programs in general is suitable for the evaluation of overseas study programs. Consequently this section will now examine background factors, processes and outcomes associated with this particular strategy for staff development.

Background Factors

There are three groups of background factors which may influence the effectiveness of an overseas study program. These factors relate to the topic being investigated, staff characteristics and system policies concerning staff participation in the program. Each of these may influence the nature of the overseas study program which is funded, the dissemination of information obtained during the activity and the benefits to the individual college and system which result.

1 System policies

Three areas of policy at the system level relate to overseas study programs. The first concerns the procedures by which staff members apply for funding. The Technical Schools Division has prepared a set of detailed guidelines which stipulates the information to be included in submissions for the funding of overseas study programs.[1] These guidelines are presented in Figure 9.6. By contrast the Department of Further Education publishes a more general set of guidelines to assist applicants in their request for funding.

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[1] Overseas scholarship awards may be granted for the purpose of either investigations of education matters in one or several countries or a study program leading to a relevant qualification. The present study is concerned only with the former aspect of the overseas scholarship program.

Apart from guidelines specified by each Department's central staff development committee, personal assistance is also given to staff in formulating submissions. Staff in the Technical Schools Division are encouraged to discuss, prior to completing a formal application, their proposed

Individuals who wish to obtain central support for overseas study tours should make application providing the following information:

Name, position, address and telepho[illegible]r of applicant's college/school/branch.

Brief description of applicant's du[illegible]luding proportion/hours of duty actually involved with TAFE activities.

Title and description of the activity for which funding is sought.

Evidence of information of proposed visit. (Contacts - Colleges, Institutions, etc.).

Complete itinerary of proposed visit. (Dates, venues, contacts).

A statement of support and recommendation by a college council or other appropriate authority.

Evidence of the specific and immediate benefit to the college (or organisation).

Details of costs - travel, accommodation, fees, etc.

Details of the proportion of funding to be allocated from college/school based funds.

Relevant support from Board of Inspectors of Technical Schools, Regional Directors, Principal Association, etc.

Impact of such a study to the development of TAFE in Victoria.

Figure 9.6 Guidelines for Applicants in the Technical Schools Division Seeking Funds for Overseas Study Programs (TAFE Staff Development Circular No. 11 2/78)

overseas study program with the executive officer (staff development). Similar assistance is also available in the Department of Further Education: 'any person requiring advice or counselling is encouraged to contact previous winners of overseas scholarships and/or the Secretary of the Staff Development Committee' (DFE Bulletin, 1978).

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[1] In the case of the Victorian Technical Schools Division these funds are made available from the TAFEC Special Purposes Grant (Staff Development). The South Australian Department of Further Education provides funds for this purpose from the Department's general recurrent revenue budgets.

A second set of policies relates to conditions under which funds are awarded to staff for this purpose. These conditions concern the maximum amount of funds available for any activity, the payment of salary while overseas, employment obligations following the activity and the dissemination of information that has been gained. For example, the Department of Further Education have published a set of conditions under which overseas study programs are funded:

- The scholarships (valued at $2000) are tenable for a period of up to one year
- Full salary will be paid during the scholarship period and for reasonable travelling time
- Successful applicants will be required to enter into an agreement
  - to serve the S.A. Department of Further Education for one year immediately following the conclusion of their overseas study tour.
  - to repay all or part of the award at the Minister's direction if the study is not completed.
- Within three months of returning to South Australia, the holder provides the Director-General of Further Education with a brief account of the work carried out during the scholarship period, including proposals for disseminating within the Department, experience, ideas and information gained.
- Officers of Principal Education Officer and above classifications are ineligible to apply. (DFE Handbook 1978)

The conditions under which awards are granted in the Technical Schools Division make particular reference to the amount of funding available. These conditions are:

> College proposals will only be supported to the cost of return air travel to place of investigation and remainder of costs to be met from college based staff development funds. It will be essential for colleges to assess such overseas study with the total college needs and priorities.
>
> Central personnel without access to college funds will be fully supported from the central fund for overseas study/investigations. (ISE 79/B/TAFE)

The conditions in regard to the dissemination of information gained during the activity are also quite explicit:

Approved participants must:

Undertake to report back weekly to the Executive Officer, TAFE Staff Development on previous weeks finding.

On return the participant will furnish a brief report within 2 weeks to TAFE Staff Development Standing Committee.

Within 6 weeks of return furnish a detailed report and be available to disseminate materials and knowledge to relevant personnel. (ISE 79/B/TAFE)

However the Technical Schools Division does not stipulate any employment obligations on the part of the staff member. The staff development committee believes that the relatively short period of award, up to eight weeks, does not warrant such a condition to be prescribed.

A third set of policies relate to the criteria on which submissions for funding are examined. These criteria include the length of the proposed overseas study program, the relevance of the program to the needs of the system and the qualities of the applicant. Figure 9.7 summarizes criteria for funding in the case of the Department of Further Education, and these criteria are generally consistent with those of the Technical Schools Division.

Guidelines which will be taken into account in selecting applicants for awards will be:

- The award will normally cover projects of from three to twelve months duration.
- The study programme proposed may be either an extensive or intensive investigation of education matters in one or several countries or a study programme leading to a relevant qualification together with obsdrvation and experience, preferably in various countries.
- The project must:
  - be consistent with the applicant's experience, performance and previous study.
  - equip the scholar to make a contribution to the education policy and practice of the Department.
- Projects should be such as to facilitate sharing of ideas and experience gained on return to the Department.
- The applicant must possess personal attributes and qualifications appropriate for acting as an ambassador for the Department.

Figure 9.7 Guidelines for the Selection of Successful DFE Applications for Overseas Study Programs (DFE Bulletin, 1978)

2 Staff characteristics

There are certain characteristics of applicants which influence both the focus of overseas study programs and their impact upon the system and community in general. Four staff characteristics would seem to be particularly important:

- Length of service in the Department
- Current appointment within the Department
- Relationships with industry, commerce and the community
- Knowledge and prior experience as they relate to the specific purpose of the activity

Each of these requires some comment.

Length of service within the Department and the staff member's current appointment may directly influence the impact of policy recommendations made by the staff member at the conclusion of the activity. Staff who have been employed in the Department for long periods of time are more likely to be acquainted with a broad range of personnel, both at the general teacher level and at the senior management and consultancy level. This will facilitate the dissemination of information concerning the activity. The further dissemination of information by colleagues and the acceptance of the staff member's ideas by others are likely to be also enhanced by the type of appointment held. The role of the staff member in the organization and the authority associated with that role are important characteristics of potential change agents.

A second characteristic which may influence the effectiveness of an overseas study program is the existing relationship between the staff member and either industry, commerce or the general community. College and system-wide benefits may often be dependent upon a close liaison between the staff member and the above groups. This is likely to be the case in regard to the introduction of new courses as a result of overseas experiences. The acceptance of such courses by employers may be influenced by their knowledge of the staff member and the opportunity they have to discuss both the proposed curriculum changes and the staff member's general experiences gained from visiting similar specialist areas overseas.

A third important characteristic is the staff member's knowledge of the area of interest which is the focus of the overseas study program. Knowledge of the major issues relating to the interest area, but not specific details, will influence the effectiveness of the activity in two ways. Firstly, it will assist the staff member in defining the aims of the overseas study program so that it encompasses all essential elements which may be relevant to technical and further education. Secondly, a thorough understanding of issues associated, often indirectly, with the area of interest will enable the staff member to make more readily acceptable policy recommendations.

3 The topic - aims, priorities and relevance

The final background factor which an evaluation study must consider is intrinsic to the study program itself. Topics will vary in their breadth of application and in their degree of relevance to the aims of the TAFE sector. Some programs may be narrowly focused on an issue relevant to the system. One such example would be an examination of the training procedures for metal fabrication craftsmen. A more broadly based program would be one studying the organization of community education. In this instance the issue has widespread implications for the entire system and is extremely important in developing the concept of technical and further education.

Within a particular topic there will be a number of areas of interest. Each will be valued to differing degrees by the staff member, those in charge of the overall staff development program, system administrators and the staff member's own college. This suggests that an important aspect of an evaluation of overseas study programs is to establish the values which each of these groups attach to the various areas which may be investigated. It also emphasizes the desirability of the staff member to discuss with each of them what they consider to be of most importance for the college and/or system.

Processes

Three sets of processes are relevant to the evaluation of overseas study programs. The first of these concerns the procedures by which successful applicants are selected to receive funding for an overseas study program. The processes which define the overseas study program as a staff development strategy constitute a second major set of processes. The third is more closely related to the dissemination of information gained from the activity.

1 Selection procedures

The procedures adopted by the Technical Schools Division for the approval of submissions for the funding of overseas study programs involve five stages. These can be summarized as follows. Firstly, the staff member seeks approval and support for the submission from his or her college council. Once this approval has been granted the proposal is examined by the Executive (Staff Development) who make a recommondation regarding the application to the Staff Development Standing Committee. This committee, in turn, makes a recommendation to the Director of Technical Education who seeks final approval from the State Minister of Education.

A similar procedure is adopted by the Department of Further Education. Applications are first considered by a subcommittee of the Staff Development Committee. A 'short list' is compiled on the basis of the written applications and these people are interviewed by the Staff Development Committee. Recommendations for approval are made to the Director-General of Further Education. The Director-General seeks final approval from the Minister by means of the Overseas Travel Committee which is convened by the Chairman of the South Australian Public Service Board. This committee may refer the recommendations back to the Director-General for further consideration.[1]

The above processes represent the intended procedures by which staff members in each system are selected to participate in overseas study programs. An important aspect of an evaluation study is to examine the extent to which such intended procedures are actually implemented.

2 The overseas study program

The activity itself constitutes a major component of the processes which require examination. Each activity will be defined by its own particular processes and these will relate to conferences attended, educational institutions visited and many other types of overseas experience.

3 Dissemination of Information

The third important group of processes occur after the conclusion of the activity and are related to the manner in which information and ideas gained are disseminated. Already certain conditions concerning the dissemination of information have been noted and in both systems these are intended to result in the distribution of a report on the overseas study program to the senior administration. This process may be augmented by the staff member organizing seminars for college and administrative staff, discussing implications with representatives of industry, addressing subject association meetings and writing articles in teacher journals.

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[1] In the 1978-79 year this did happen. Four applications were recommended to the Overseas Travel Committee which requested the Director-General to reconsider the recommendations. Two applications were subsequently approved.

Dissemination processes may also be initiated by people within the Department or even by those external to it. Furthermore, it is quite conceivable that certain processes may be established so as to limit the dissemination of information presented by the staff member.

Outcomes

Outcomes which may result from an overseas study program encompass both outcomes specific to the area of interest being investigated and outcomes of a more general type. Outcomes in this latter category will be similar to those relevant to the overall staff development program described in earlier chapters. By contrast, a study of the aims, both explicit and implicit, of the activity will be the source of more specific possible outcomes.

The Evaluation Framework for Overseas Study Programs - An Overview

A framework for the evaluation of overseas study programs has been proposed. This framework incorporates the same three general categories of variables (background factors, processes and outcomes) which provide the basis for an evaluation of college staff development programs. Specific elements within each category have been identified and the entire framework is summarized in Figure 9.8.

Methods and Measures

Evidence about each of the elements contained in the evaluation framework needs to be collected. Owing to the specific nature of each overseas study program the use of questionnaires as instruments for gathering this evidence would not seem appropriate. Instead reliance needs to be placed upon interviews as the primary means of data collection. These interviews can be used to obtain different people's perspectives on each of the elements identified above. The staff member, colleagues, senior administrators and representatives of industry may all provide valuable insights into the many aspects of overseas study programs which have been described in this chapter.

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General category	Major element	Specific element
Background factors	system policies	application for funding
		conditions of funding
		selection criteria
	staff characteristics	length of service
		type of appointment
		relationships with industry/ commerce/community
		knowledge and experience
	topic being investigated	aims
		priorities
		relevance
		breadth of application
Processes	procedures for selection	college procedures
		system procedures
	overseas study program	conferences
		visits to educational institutions
		visits to industry
	dissemination of information	staff member – initiation
		system – initiation
Outcomes	immediate	specific to activity
	intermediate	general to overall program
	long-term	

Figure 9.8 General Categories, Elements and Specific Elements which Constitute an Evaluation Framework for Overseas Study Programs

In this study four overseas study programs were used as a basis for developing a suitable evaluation framework. It is useful to indicate the variety of personnel interviewed in two of those programs. The people interviewed were:

Overseas Program A: staff member
principal
teacher union official
Staff Development Committee member
senior administrator

Overseas Program B: staff member
teaching colleagues
industrial representative
Departmental officer (curriculum)
Staff Development Committee member

This concludes a discussion of the proposed evaluation framework for overseas study programs and associated methods and measures for the collection of evaluative data.

Centrally-Funded Activities

It may be useful for central staff development committees to monitor the effectiveness of particular aspects of their program. In the case of centrally-funded activities two questions would appear important:

(a) What are the effects of centrally-funded activities upon individuals, colleges and the system?

(b) What factors restrict or facilitate the effectiveness of the centrally-funded activities?

The first of these questions would enable a comparison to be made concerning the relative effectiveness of different staff development strategies. The second question could provide insights into those aspects of college and system functioning which influence the effects of centrally-funded activities within the college situation. Data concerning both these questions can be determined by modifying the appropriate sections contained in the Teacher Evaluation Report. The resultant questionnaire, the Staff Development Activity Evaluation Report, is found in Appendix 11.

There were two categories of centrally-funded activities which were of interest in the present study:

(a) centrally-funded group activities initiated by the Victorian Technical Schools Division;

(b) interstate conferences and visits funded by the South Australian Department of Further Education.

These activities provided the basis for a trial of the Staff Development Activity Evaluation Report.

The Staff Development Activity Evaluation Report - A Trial

All staff attending four centrally-funded group activities in the Technical Schools Division during 1978 and all staff attending interstate conferences or visiting interstate from the Department of Further Education during 1977-78 were asked to complete the Staff Development Activity Evaluation Report. Participants in three college-initiated activities from a college staff development program in the Technical Schools Division were also asked to complete the report. A summary of the total sample selected for this trial is given in Table 9.1.

The procedure adopted for this trial was to mail to the target sample a copy of the evaluation report together with an explanatory letter. The participants were requested to complete the evaluation report and return it in a stamped, self-addressed envelope. An initial follow-up letter was sent to those participants who had not returned the evaluation report within two weeks of them being received. In the case of those staff who still did not reply within a further two weeks, a second follow-up letter was sent; included with this letter was a spare copy of the report.

The organizers of activities are another important source of evaluative data. In the present study the organizers of 33 centrally-funded group activities in the Technical Schools Division 1978 program were asked to comment upon the possible effects of the activity which they had organized.[1] A section of the Organizers Evaluation Report is reproduced in Figure 9.9 and the entire report is included in Appendix 11. A mailing procedure, similar to that used for participants, was adopted for the trial of this instrument.

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[1] This represents the total number of organizers of group activities for that period.

Table 9.1 A Summary of the Sample of Participants in Centrally-funded Activities and College-initiated Activities

Title of activity	Specialist area	Number of participants
Technical Schools Division Centrally-funded activities		
Country Technical seminars	Plumbing, Sheetmetal and Coppersmithing teachers	50
Assessment of Module Program	Plumbing	33
Farm Machinery Workshop	Agriculture	30
'Has traditional Technical Education coped with industrial change'	Electronics	36
Technical Schools Division College-initiated activities		
In-service Day on Partridge Committee Report	Teaching and non-teaching	40[a]
Educational excursions	Teaching	25
Photographic Short Course	Teaching	20
Department of Further Education		
Interstate Conference Line	Teaching and non-teaching	49

[a] In this case the sample represented 25 per cent of the total participants

Staff development activity organized by you: Farm Machinery Workshop

There are many possible outcomes from a staff development activity. Some will relate to the individual staff member and others will relate to the overall effectiveness of the college. Some will be intended by the organizers of the activity; other outcomes will be unintended but still be quite important.

How much effect do YOU think the above staff development activity had upon the majority of participants? I have listed a number of possible outcomes relevant to a variety of activities and there is the opportunity for you to further specify other outcomes that may have been more relevant to the activity you organized.

	Effect on majority of participants			
Some possible outcomes of staff development activities	Considerable	Moderate	Slight	Nil
Increased their confidence in dealing with students	☐	☐	☐	☐
Improved their teaching performance	☐	☐	☐	☐
Introduction of new teaching procedures into their lessons or those of their colleagues	☐	☐	☐	☐

Figure 9.9 The Organizer's Perceptions of the Possible Effects of a Staff Development Activity - Sample Statements

In summary this illustrates the manner in which previously discussed measures may be modified for the evaluation of specific staff development activities. In the present example, the Teacher Evaluation Report has been modified to answer two basic questions concerning the effectiveness of the centrally-funded activities. If more detailed evaluation is required then an evaluation framework, similar to that proposed for overseas study programs, would be appropriate.

Industrial Leave

During the early phases of this study it became evident that TAFE staff were concerned about the opportunities to keep up-to-date with modern developments in their areas of specialization. This concern was expressed by both college staff and senior administrators. Furthermore the central staff development committees of the Department of Further Education and the Technical Schools Division were in the process of developing policies in this regard. In particular both committees were examining the feasibility of staff returning to industry for defined periods.

Little information has been collected about staff perceptions concerning industrial leave programs in Australian technical and further education. Therefore it was felt useful for this study to examine staff attitudes related to the appropriateness of this form of staff development activity for keeping abreast of changes in their area of specialization.

There would seem to be four major issues in judging the appropriateness of a proposed staff development strategy such as industrial leave:

(a) the extent to which the needs of staff are adequately catered for by existing strategies;

(b) the relative importance of the proposed strategy in comparison to existing strategies;

(c) the conditions under which staff members are likely to participate in the proposed strategy;

(d) the extent to which staff characteristics affect perceptions of the usefulness of the proposed strategy.

Each of these requires some comment.

Existing Strategies and their Relative Importance

There are a variety of opportunities already available which enable staff to maintain contact with developments in industry and commerce. Of particular importance are:

- Newsletters and journals
- Trade associations
- Curriculum Standing Committees
- Visits to industry and commerce
- Seminars, conferences and courses organized by industry and commerce

It is of interest to know the extent to which staff currently make use of these avenues for keeping up-to-date in their area of specialization. In addition some of these strategies will be more beneficial than others, and again this is useful information for developing policies in TAFE staff development.

Characteristics of Industrial Leave

Industrial leave as a staff development strategy may possess a variety of characteristics. For example, during periods spent on industrial leave the staff member may actively engage in the ongoing activities of the 'employer'; alternatively the staff member may observe these activities. There are also other features which may characterize an industrial leave program. Some of these include part-time or full-time leave, the total period of leave and the frequency with which leave is taken. Another set of characteristics refers to the employment conditions which operate in an industrial leave program. This is an important consideration in those cases where there are discrepancies between 'employer' conditions, such as amount of salary paid and hours of attendance, and those of the Department.

Staff Characteristics

The appropriateness of an industrial leave program is likely to be influenced by certain staff characteristics. For example, teachers in some specialist areas may benefit from 'hands on' experience and teachers in other specialist areas may be better served by observational periods. Unfortunately no information is currently available which relates to the effects of the teacher's area of specialization, type of appointment and previous experience upon such preferences.

A short evaluation report was designed, with the co-operation of the Victorian Technical Schools Division, which sought information about each

Table 9.2 Sample Design for Industrial Leave Survey

Stratum	Number of colleges	Number of staff from each college	Total number of staff
I	5	3	15
II	5	8	40
III	10	25	250
Total	20		305

of the issues raised above. This evaluation report is contained in Appendix 12.

A trial of the Industrial Leave Evaluation Report was implemented with a sample of staff from the Technical Schools Division. A two-stage probability sample of staff was obtained using a procedure similar to that outlined in Chapter 8 of this report.

The colleges were initially stratified according to size, based upon numbers of effective full-time teaching staff. This yielded the following three strata:

Stratum I	(size 1 - 15)
Stratum II	(size 15 - 20)
Stratum III	(size 50+)

A sample of 300 was considered the maximum number of cases which could be managed, given the resources available for the study. A proportionate sample from these strata was selected, and staff randomly sampled from within each of the selected colleges. The final sample has been summarized in Table 9.2.

A mailing procedure, similar to that used for the trial of the part-time Teachers Evaluation Report, was adopted for the trial of this instrument.

Summary

This chapter has been concerned with the application of the proposed methodology for the evaluation of a college staff development program to some specific staff development activities. It has demonstrated how the overall strategy and particular aspects of the various evaluation reports described in earlier chapters can be modified for a variety of evaluative purposes. The data collected about specific staff development activities can be processed in a manner similar to that outlined in Chapter 8 of this report using, for example, profile similarity scores to examine contingencies between background factors, processes and outcomes and the congruence between what is intended and what actually occurs.

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THE EVALUATION OF STAFF DEVELOPMENT IN TECHNICAL AND FURTHER EDUCATION

A PROPOSED METHODOLOGY

by

Adrian Fordham

and

John Ainley

APPENDIXES 1-12 IN MICROFICHE FORM

The Australian Council for Educational Research Limited
Hawthorn, Victoria 3122, 1980

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APPENDIX I

Documents used in the examination of secondary data concerning the Victorian Technical Schools Division Staff Development Program.

Document I: Application to be completed by colleges in the Victorian Technical Schools Division for funds from the TAFE Special Purpose Recurrent Grant (Staff Development).

Document 2: Full/Half year Accountability Statement concerning college use of the TAFE Special Purpose Recurrent Grant (Staff Development) in the Victorian Technical Schools Division.

EDUCATION DEPARTMENT, VICTORIA

TECHNICAL SCHOOLS DIVISION

MEMO TO PRINCIPALS OF SCHOOLS/COLLEGES

T.A.F.E. STAFF DEVELOPMENT PROGRAMS FOR 1979

1. Colleges/schools are requested to forward details of proposed staff development programs for 1979 as previously outlined in "T.A.F.E. DEVELOPMENT PROGRAM INSTRUCTION 1978/3." (T78/1238). Section 8.

2. Proposed programs should include:

   2.1 Anticipated staff development program for:

   - teaching staff
   - non-teaching staff
   - part time teachers
   - proposed initiated and centrally initiated activities.

   2.2 Anticipated details of costing.

   2.3 Proposed number of staff participating.

3. Statistical information required:

   3.1 Equivalent full time T.A.F.E. teaching staff currently at school/college.

   3.2 Equivalent full time T.A.F.E. non-teaching staff currently at school/college.

   3.3 Number of Part Time T.A.F.E. teachers. e.g. Employed on a sessional basis. (1. teaching qualifications, 2. no teaching qualification).

4. Allocations for 1979 will be based on:

   4.1 E.F.T. numbers of T.A.F.E. teaching and non-teaching staff;

   4.2 special needs as requested by particular schools/colleges.

   4.3 evidence of purposeful use of 1978 funds.

5. Details should be forwarded to:

Mr. Ian Hamilton,
Executive Officer,
T.A.F.E. Staff Development,
Hawthorn Teachers' Centre,
11 Paterson Street,
HAWTHORN, VIC.......3122.

No later than 30th September, 1978.

W J Bonadeo.

W. J. BONADEO,
Officer-in-Charge,
Technical Schools Branch.

EDUCATION DEPARTMENT, VICTORIA

TECHNICAL SCHOOLS DIVISION

TAFE DEVELOPMENT PROGRAM

1978 STAFF DEVELOPMENT ACTIVITIES

FULL/HALF YEAR REPORT

COLLEGE/SCHOOL ....

A. College/School Policy and Priorities adopted when allocating funding to various activities to be supported (objectives).

B. Method of evaluating programs - qualitative statement as to value of Staff Development to individual and/or College/School

C. SUMMARY

1978 funds received to date. $

Total cost of programs completed. $

Total actual expenditure to date. $

Balance of funds unspent. $

Total of unspent funds committed for programs $

[illegible] 1978 FULL/HALF YEAR COLLEGE/SCHOOL

BRIEF DETAILS	Participant Numbers	Actual Costs	Participant) Organizer)	Qualitative statement
COLLEGE INITIATED (Title. Dates, Objectives) (a) Seminars, Conferences, Workshops, Courses (b) Visits to external organizations, etc.				
EXTERNALLY INITIATED/ORGANIZED (Title, Dates, Location, Purpose) (a) Seminars, Conferences, Workshops, Courses				

APPENDIX 2

The Full-time Teachers Evaluation Report

Part A: The Evaluation of the Staff Development Program over the previous 12 months.

Part B: An Evaluation of Staff Development Needs.

The Australian Council for Educational Research Limited

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Our ref AF DS 1.4A

20 November 1978

The Australian Council for Educational Research, with the co-operation of your College, is studying different methods for the evaluation of the staff development program organized by your College and the Technical Schools Division. Since the staff development program is designed to assist both full-time and part-time college staff, we are seeking your help in our study.

It is particularly important for us to obtain some estimation of the relevance of the staff development program to the requirements of full-time lecturers, and the difficulties experienced by full-time lecturers in attending staff development activities. Of course information supplied by you will be treated as strictly confidential and only overall results will be made available to those of your College and Department in charge of staff development.

Throughout this report the staff development program is meant to include those planned activities directed towards improving performance on the job, preparing the individual for specific progression within the system and providing an extensive base of experience to assist the staff member in adjusting to change. Some of these activities will be formal, e.g. seminars, short courses, induction courses; others will be less formal, e.g. consultancy with educational services/staff development officers or members of TAFE services. However courses directed towards a formal teaching qualification are not included.

Could you please answer all questions unless they are not directly relevant to you - in such cases you will be instructed to proceed to the following section. When you have completed this report, place it in the envelope provided and return it to

Thank you for your assistance.

Yours sincerely,

Adrian Fordham

Adrian Fordham
Senior Research Officer

Enc.

A National Independent Educational Research Organization

Australian Council for Educational Research

STAFF DEVELOPMENT PROJECT

Evaluation Report for Full-time Teachers

This report forms part of a study of staff development programs in Technical and Further Education. All the information obtained will be CONFIDENTIAL. Please take care to answer each question that is relevant to you. The report has two sections. The first section deals with staff development activities that you may have attended, possible outcomes of these activities and factors that affect one's attendance at these activities. The second section is more concerned with determining what you consider are your needs in the area of teaching and what are the benefits of the staff development program that you see are particularly relevant.

NAME OF DEPARTMENT: ______________________________

PART A

1 Activities Attended by YOU over the Last 12 Months (If none, please turn to page 3, section IV).

Activities attended:

Please indicate the staff development activities you attended in each of the categories listed below.

Include: (i) type of activity, e.g. conference, short course, seminar, etc.

(ii) organizer of the activity, e.g. college based, centrally initiated, industry initiated, etc.

For example: Team Teaching Module Program – Centrally Initiated Seminar.

(a) Technical or Specialist Area (content specific to current work or to future work)

(b) Teaching Practices (emphasis on knowledge of specific teaching methods, use of audio-visual equipment, etc.)

(c) Curriculum Development and Evaluation (the developing and evaluating of new courses, materials or methods)

(d) Management and Organization (management theory and practice, TAFE systems, finance, team skills, forward planning)

(e) School and College Development (clarification of goals of school and ways of achieving them, etc.

(f) Sundry (including first aid and safety procedures, teacher's personal development)

II Changes in both individual and college effectiveness can be brought about by many factors, such as increased staffing, re-allocation of physical resources, etc. Consider now only the effects of staff development activities that you have attended. If you have not attended any activities over the last year please go to Section IV on the next page.

(i) How much effect has the staff development activities, indicated above, had upon the following possible outcomes during the last year?

		Effect		
Some possible outcomes of staff development activities	Considerable	Moderate	Slight	Nil
Increased your confidence in dealing with students	☐	☐	☐	☐
Improved your teaching performance	☐	☐	☐	☐
Introduction of new teaching procedures into your lessons	☐	☐	☐	☐
Changes in the content of courses taught in response to modern business and industry practices	☐	☐	☐	☐
Development of a team work approach to reaching the goals of the department or college	☐	☐	☐	☐
Increased your awareness of the future needs of industry and commerce	☐	☐	☐	☐
Increased knowledge of concepts and skills related to your teaching	☐	☐	☐	☐
Increased your satisfaction in teaching	☐	☐	☐	☐
Gave you a greater understanding of the total work of the college	☐	☐	☐	☐
Increased your adaptability to future organizational changes	☐	☐	☐	☐
Prepared you for future positions of responsibility	☐	☐	☐	☐
Increased your commitment to the educational goals of the department or college	☐	☐	☐	☐
Improved your consultative contribution to outside organizations	☐	☐	☐	☐
Led to the exhange of information about courses, etc., between colleges of further education	☐	☐	☐	☐
Other:	☐	☐	☐	☐

(ii) What further effect do you expect the staff development activities (indicated above) to have over the next 12 months?

III Now consider those staff development activities in 1978 which you felt were most worthwhile and those which you felt were least worthwhile in increasing your effectiveness as a teacher.

List most worthwhile activities (please give reasons)

____

____

____

List least worthwhile activities (please give reasons)

____

____

____

IV Constraints that affect attendance at staff development activities

Various factors are responsible for teachers' inability or unwillingness to participate in some staff development activities.

Indicate for each of the following factors if it is of considerable, moderate, slight or nil importance to you by putting a tick in the appropriate box.

		Importance		
	Considerable	Moderate	Slight	Nil
1 Cost (e.g. for travel and registration)	☐	☐	☐	☐
2 Domestic and/or personal responsibilities	☐	☐	☐	☐
3 Difficulty of staff replacement	☐	☐	☐	☐
4 Reluctance to break continuity of teaching program	☐	☐	☐	☐
5 Inappropriate times during which activities are planned, e.g. weekends	☐	☐	☐	☐
6 Inadequate communication on the part of the organizers	☐	☐	☐	☐
7 Inadequate communication within the college	☐	☐	☐	☐
8 Lack of relevance of programs to your needs and concerns	☐	☐	☐	☐
9 Commitment to study for other qualifications	☐	☐	☐	☐
10 Insufficient assistance in helping teachers be aware of their own needs	☐	☐	☐	☐
11 Other: ______________________ ______________________	☐	☐	☐	☐

V Application to the Classroom and Workshop

There are many reasons why ideas expressed and skills developed in staff development activities cannot be applied to the ongoing activities of the classroom and workshop situations. There are other factors which facilitate their introduction.

(i) To what extent did the following factors restrict the application of ideas and skills you gained from staff development activities during the last year? (If you have not attended any activities over the last year please go to Part B on next page)

		Effect		
	Considerable	Moderate	Slight	Nil
1 Insufficient materials or limitations of college buildings	☐	☐	☐	☐
2 General staff indifference to the introduction of new ideas	☐	☐	☐	☐
3 Insufficient time to carefully plan for the implementation of innovations to curricula	☐	☐	☐	☐
4 Inflexibility of time-tabling factors	☐	☐	☐	☐
5 Not directly relevant to current curricula	☐	☐	☐	☐
6 Lack of support from the college administration	☐	☐	☐	☐
7 Other: ____________________ ____________________	☐	☐	☐	☐

(ii) To what extent did the following factors facilitate the implementation of ideas and skills gained from staff development activities during the year?

		Effect		
	Considerable	Moderate	Slight	Nil
1 Flexibility of college administrative factors	☐	☐	☐	☐
2 Assistance from the staff of TAFE who possess particular expertise in the area	☐	☐	☐	☐
3 Accessibility and availability of resources, including appropriate buildings and materials	☐	☐	☐	☐
4 Co-operation and assistance from fellow members of the college	☐	☐	☐	☐
5 Interest and support by business, industry and community groups	☐	☐	☐	☐
6 Particular college personnel who deal with staff development e.g. educational services/staff development officer	☐	☐	☐	☐
7 Other: ____________________ ____________________	☐	☐	☐	☐

PART B

Evaluation of your Needs in the Area of Teaching

This form is designed to help you determine your needs in the area of teaching. A set of possible needs are presented that have been derived from discussions with college staff and previous research. Some will be relevant to you; others will not. You are asked the following:

(i) Firstly, you are asked whether you think the listed skills and abilities are important to your work.

(ii) Secondly, you are asked to comment whether you think the skills and abilities listed represent areas which require further development.

Then you are asked to indicate what your priorities are in regard to the benefits that may be derived from staff development activities.

Finally, you are given the opportunity to suggest what appropriate activities might be planned for the forthcoming year (1979) which might assist you in your professional development.

I WHAT ARE YOUR IMPORTANT NEEDS IN THE AREA OF STAFF DEVELOPMENT?

Below are twelve statements that concern the area of teaching	How important are the following for you to be effective in your job?			To what extent do you require further assistance in each of the areas listed?		
	of major importance	of moderate importance	of little or no importance	Essential	Helpful but not necessary	Not needed at all
1 **Knowledge of Basic Subject Matter** – relevant to the area of specialization in which one is teaching.	☐	☐	☐	☐	☐	☐
2 **Teaching Skills Associated with Planning and Conducting Instructions** – diagnosing student ability, specifying objectives, choosing appropriate teaching methods.	☐	☐	☐	☐	☐	☐
3 **Understanding Assessment and Evaluation Procedures** – selecting and designing appropriate assessment procedures for student achievement.	☐	☐	☐	☐	☐	☐
4 **Skills in Curriculum Development** – the preparation of new courses, knowledge of curriculum theory.	☐	☐	☐	☐	☐	☐
5 **Knowledge of Modern Developments in Industry and Commerce** – being aware of up-to-date procedures and the changing nature of the work environment.	☐	☐	☐	☐	☐	☐
6 **Skills in Continuing Professional Development** – diagnosing own staff development needs in relation to one's teaching practices.	☐	☐	☐	☐	☐	☐
7 **Knowledge and Skills in a Wide Variety of Areas** – not directly related to one's area of specialization.	☐	☐	☐	☐	☐	☐
8 **Skills in Counselling Students** – in areas such as study problems, job placement and personal problems.	☐	☐	☐	☐	☐	☐
9 **Interpersonal Skills** – in dealing with fellow staff, students and the community in sharing information, being sensitive to problems when they arise and responding to them positively.	☐	☐	☐	☐	☐	☐
0 **Knowledge of 'Routine' Procedures** – such as basic safety and first aid procedures, knowledge of the legal obligations of teachers, maintenance of records.	☐	☐	☐	☐	☐	☐
1 **Knowledge of the Philosophy of TAFE** – understanding the relation between one's own area of specialization and the overall TAFE program within both the college and the system.	☐	☐	☐	☐	☐	☐
2 **Knowledge of Elementary Administrative Procedures** – introduction to staff and financial management.	☐	☐	☐	☐	☐	☐

II **How much value do you place on each of these possible benefits of the staff development program?**

Please rank from 1 (highest) to 8 (lowest) the following benefits in their order of importance to you at the present time

Rating

1 An increased confidence in dealing with both students and teachers. ----

2 A recognition by colleagues in other colleges of a staff member's contribution to technical and further education. ----

3 An understanding of the current nature of employment in industry and commerce. ----

4 An improvement in individual performance in those areas which are part of normal work, e.g. teaching, typing. ----

5 Better utilization of leisure-time activities as a result of a richer development of skills and knowledge not directly related to current work. ----

6 The provision of a firm foundation of relevant knowledge concerning career opportunities on which to base future decisions. ----

7 Preparation for the responsibilities of future positions in the organization a staff member might assume on promotion. ----

8 Increased adaptability of staff members to an organization found in a society undergoing rapid technological change. ----

9 Other: ----

III Staff development activities for 1

Certain needs that you consider important will have been identified on the preceding page. You are now asked to suggest what might be appropriate strategies and activities that could be implemented next year for your professional development.

____

____

____

IV Do you wish to make any further comment on the operation of the staff development program in your college?

____

____

____

Thank you for your assistance.

Adrian Fordham

APPENDIX 3

Head of Section Evaluation Report

Part A: The Evaluation of the Staff Development Program over the previous 12 months

Part B: The Evaluation of the Needs of Staff, Section and College.

HEAD OF DEPARTMENT EVALUATION REPORT ON THE STAFF DEVELOPMENT PROGRAM FOR 1978

This evaluation report is concerned with the staff development activities you and your staff have attended over the last year. The definition of staff development activities to be used in this report is to include both formal and less formal activities, e.g. attendance at courses, conferences and seminars; research; consultancy; service on academic boards and college committees; induction courses; job rotation and industrial leave.

Firstly You are asked to describe briefly the activities, noting type and organizer, for each of the categories listed. You are also asked to indicate approximately the number of staff attending each of the activities. Include your own participation in the program over the last twelve months.

Secondly You are asked to comment upon the possible benefits derived from the 1978 staff development program for your department. This will include those benefits already realized and those benefits likely to occur in the near future.

Thirdly You are asked to indicate, with reasons, which of the activities you consider most worthwhile and which activities you felt were lease worthwhile.

Fourthly You are asked to suggest those reasons that prevent some staff attending staff development activities and then indicate the factors which either restrict or facilitate the implementation of new skills, knowledge and attitudes gained into the ongoing activities of the department.

Name of Department: ______________________________

NO. OF FULL-TIME STAFF:- ____________________

ACTIVITIES ATTENDED: Please indicate the staff development activities you and your staff attended in each of the categories listed below. Include: (i) type of activity, e.g. conference, short course, seminar, etc. (ii) organizer of the activity, e.g. college based, centrally initiated, industry initiated, etc.

For example: Team Teaching Module Program – centrally initiated seminars.

Approximate No. of staff attending these activities:

(a) Technical or Specialist Area (content specific to current work or future work)

____________________ ☐
____________________ ☐
____________________ ☐
____________________ ☐
____________________ ☐
____________________ ☐
____________________ ☐

(b) Teaching Practices (emphasis on knowledge of specific teaching methods. Use of audio visual equipment, etc.)

____________________ ☐
____________________ ☐
____________________ ☐
____________________ ☐
____________________ ☐
____________________ ☐
____________________ ☐

(c) Curriculum Development and Curriculum Evaluation (the developing and evaluating of of new courses, materials or methods)

____________________ ☐
____________________ ☐
____________________ ☐
____________________ ☐
____________________ ☐
____________________ ☐
____________________ ☐

Approximate No. of staff attending these activities:

(d) Management and Organization (management theory and practice, TAFE systems, finance, team skills, forward planning)

____ ☐

____ ☐

____ ☐

____ ☐

____ ☐

____ ☐

____ ☐

(e) Departmental Development - emphasis on whole staff of the department (clarification of goals of department and ways of achieving them, etc.)

____ ☐

____ ☐

____ ☐

____ ☐

____ ☐

____ ☐

____ ☐

(f) Sundry (including first aid and safety procedures, teacher's personal development)

____ ☐

____ ☐

____ ☐

____ ☐

____ ☐

____ ☐

____ ☐

THE EFFECTIVENESS OF STAFF DEVELOPMENT ACTIVITIES

II Changes in both individual and departmental effectiveness can be brought about by many factors, such as increased staffing, re-allocation of physical resources, etc. Consider now only the effects of staff development activities that you and your staff have attended.

(i) How much effect has the staff development activities (indicated above) had upon the following during the last year?

	Effect			
Some possible outcomes of staff development activities	Considerable	Moderate	Slight	Nil
Increased confidence of staff in dealing with students	☐	☐	☐	☐
Improved teaching performance of staff	☐	☐	☐	☐
Introduction of modern teaching procedures into the department	☐	☐	☐	☐
Changes of the content of courses taught in response to modern business and industry practices	☐	☐	☐	☐
Development of a team work approach to reaching the goals of the department or college	☐	☐	☐	☐
Increased awareness of the future needs of industry and commerce	☐	☐	☐	☐
Increased staff knowledge of concepts and skills related to their teaching	☐	☐	☐	☐
Increased job satisfaction amongst staff	☐	☐	☐	☐
Greater understanding of the total work of the college	☐	☐	☐	☐
Increased adaptability of staff members to future organizational changes	☐	☐	☐	☐
Preparation of staff members for future positions of responsibility	☐	☐	☐	☐
Increased commitment of staff to the educational goals of the department or college	☐	☐	☐	☐
Improved consultative contribution of staff to outside organizations	☐	☐	☐	☐
Led to the exchange of information about courses, etc., between TAFE colleges	☐	☐	☐	☐
Other: ____________________ ____________________	☐	☐	☐	☐
____________________ ____________________	☐	☐	☐	☐

(ii) What further effect do you expect these staff development activities to have over the next 12 months?

III Now consider those staff development activities in 1978 which you felt were most worthwhile and those which you felt were least worthwhile in increasing the effectiveness of both the individual staff member and the overall department:

List most worthwhile activities (Please give reasons)

List least worthwhile activities (Please give reasons)

ATTENDANCE AT STAFF DEVELOPMENT ACTIVITIES

IV Constraints that affect attendance at staff development activities

Various factors are responsible for teachers' inability or unwillingness to participate in some staff development activities.

Indicate for each of the following factors if it is of considerable, moderate, slight or nil importance to your staff by putting a tick in the appropriate box.

	Importance			
	Considerable	Moderate	Slight	Nil
Cost (e.g. for travel and registration)	☐	☐	☐	☐
Domestic and/or personal responsibilities	☐	☐	☐	☐
Difficulty of staff replacement	☐	☐	☐	☐
Reluctance to break continuity of teaching program	☐	☐	☐	☐
Inadequate communication on the part of the organizers	☐	☐	☐	☐
Inadequate communication within the college	☐	☐	☐	☐
Lack of relevance of programs to the needs of the department	☐	☐	☐	☐
Inappropriate times during which activities are planned	☐	☐	☐	☐
Commitment to study for qualifications	☐	☐	☐	☐
Insufficient assistance in helping teachers be aware of their own needs	☐	☐	☐	☐
Other: ____________________				
____________________	☐	☐	☐	☐
____________________				
____________________	☐	☐	☐	☐

APPLICATION TO THE CLASSROOM AND WORKSHOP

V There are many reasons why ideas expressed and skills developed in staff development activities cannot be applied to the ongoing activities of the classroom and workshop situations. There are other factors which facilitate their introduction.

(i) To what extent did the following factors restrict the application of ideas and skills gained from staff development activities during the last year?

	Effect			
	Considerable	Moderate	Slight	Nil
Insufficient materials or limitations of college buildings	☐	☐	☐	☐
General staff indifference to the introduction of new ideas	☐	☐	☐	☐
Insufficient time to carefully plan for the implementation of innovations to curricula	☐	☐	☐	☐
Inflexibility of time-tabling factors	☐	☐	☐	☐
Not directly relevant to the current curricula and established practices of the department or college	☐	☐	☐	☐
Lack of support from the college administration	☐	☐	☐	☐
Other: ________________ ________________	☐	☐	☐	☐

(ii) To what extent did the following factors facilitate the application of ideas and skills gained from staff development activities during the year?

	Effect			
	Considerable	Moderate	Slight	Nil
Flexibility of college administrative factors	☐	☐	☐	☐
Assistance from the staff of TAFE who possess particular expertise in the area	☐	☐	☐	☐
Accessibility and availability of resources, including appropriate buildings and materials	☐	☐	☐	☐
Co-operation and assistance from fellow members of the college	☐	☐	☐	☐
Interest and support by business, industry and community groups	☐	☐	☐	☐
Particular college personnel who deal with staff development e.g. educational services/staff development officer	☐	☐	☐	☐
Other: ________________ ________________	☐	☐	☐	☐

HEAD OF DEPARTMENT EVALUATION REPORT

APPENDIX A

Confidence of Evaluation Estimate of Possible Staff Development Outcomes

How confident are you of your estimate of the effect of the overall staff development program upon each of the possible outcomes that were listed? Refer to page 3 of your Head of Department Evaluation Report.

	Highly Confident	Moderately Confident	Slightly Confident	Not at all Confident
Increased confidence of staff in dealing with students	☐	☐	☐	☐
Improved teaching performance of staff	☐	☐	☐	☐
Introduction of modern teaching procedures into the department	☐	☐	☐	☐
Changes of the content of courses taught in response to modern business and industry practices	☐	☐	☐	☐
Development of a team work approach to reaching the goals of the department or college	☐	☐	☐	☐
Increased awareness of the future needs of industry and commerce	☐	☐	☐	☐
Increased staff knowledge of concepts and skills related to their teaching	☐	☐	☐	☐
Increased job satisfaction amongst staff	☐	☐	☐	☐
Greater understanding of the total work of the college	☐	☐	☐	☐
Increased adaptability of staff members to future organizational changes	☐	☐	☐	☐
Preparation of staff members for future positions of responsibility	☐	☐	☐	☐
Increased commitment of staff to the educational goals of the department or college	☐	☐	☐	☐
Improved consultative contribution of staff to outside organizations	☐	☐	☐	☐
Lead to the exchange of information about courses, etc., between TAFE colleges	☐	☐	☐	☐
Other: ____________________				
____________________	☐	☐	☐	☐
____________________				
____________________	☐	☐	☐	☐

PART B: EVALUATION OF YOUR NEEDS AND THE NEEDS OF YOUR STAFF AND DEPARTMENT

This form is designed to help you determine the needs of yourself, and both your staff and department. A final section is concerned with the needs of the entire college.

A set of possible needs are presented that have been derived from discussions with college members, previous research and a reading of the literature. Some will be relevant to you and your department; others will not. You are asked two things :

1 Firstly you are asked whether you think the listed needs are important to your own work, that of your staff and finally to the overall functioning of the department and college.

2 Secondly you are asked to comment whether you think each of the needs represent areas which require further development in order to increase the effectiveness of the individual or department.

Finally you are given the opportunity to suggest what appropriate activities might be planned for the forthcoming year (1979) which might benefit the functioning of the department.

WHAT ARE YOUR IMPORTANT NEEDS IN THE AREA OF MANAGEMENT AND ADMINISTRATION THAT REQUIRE FURTHER DEVELOPMENT?

Below are ten statements that concern the area of management and administration	How important are the following for you to be effective in your job?			To what extent do you require further assistance in each of the areas listed?		
	of major importance	of moderate importance	of little or no importance	essential	helpful but not necessary	not needed at all
1 **Knowledge of the TAFE Administrative Network** – its structures, administrative procedures and key personnel.	☐	☐	☐	☐	☐	☐
2 **Understanding TAFE** – its philosophy, current goals and likely future developments.	☐	☐	☐	☐	☐	☐
3 **Skills associated with Educational Leadership** – knowledge of teaching/learning practices relevant to TAFE, understanding the implications of current educational research and the overall ability for educational innovation in times of change.	☐	☐	☐	☐	☐	☐
4 **Understanding of Procedures in Staff Management** – staff assessment and job selection procedures, the preparation of job specifications.	☐	☐	☐	☐	☐	☐
5 **Skills of Staff Management** – understanding human relations, developing team work, delegating authority and interpersonal communication.	☐	☐	☐	☐	☐	☐
6 **Financial Management** – skills in budgeting, financial planning and techniques of cost benefit analysis.	☐	☐	☐	☐	☐	☐
7 **Understanding the Procedures in College Administration** – such as school records, examinations and student enrolments, the letting and selecting of tenders, and the running of staff meetings.	☐	☐	☐	☐	☐	☐
8 **Skills in College Administration** – decision making, preparing submissions and reports, managing resources and administering buildings.	☐	☐	☐	☐	☐	☐
9 **Skills associated with Extra-Institutional Management** – developing relationships with the community including industry and trade unions, assessing community needs and co-ordinating community education facilities.	☐	☐	☐	☐	☐	☐
10 **Understanding the strategies of Staff Development** – establishment of needs and priorities (both individual and departmental), knowledge of appropriate methods of staff development and their evaluation.	☐	☐	☐	☐	☐	☐

WHAT ARE THE IMPORTANT NEEDS OF THE FULL-TIME TEACHERS WITHIN YOUR DEPARTMENT THAT REQUIRE FURTHER DEVELOPMENT?

Below are twelve statements of possible need for teachers of your department	How important do you think the following skills and abilities are for the full-time teachers of your department and its effective functioning?			How many of your full-time teachers do you think require further assistance in each of the following areas?		
	of major importance	of moderate importance	of little or no importance	most teachers	a few teachers	no teachers
1 **Knowledge of Basic Subject Matter** - relevant to the area of specialization in which one is teaching.	☐	☐	☐	☐	☐	☐
2 **Teaching Skills Associated with Planning and Conducting Instructions** - diagnosing student ability, specifying objectives, choosing appropriate teaching methods.	☐	☐	☐	☐	☐	☐
3 **Understanding Assessment and Evaluation Procedures** - selecting and designing appropriate assessment procedures for student achievement.	☐	☐	☐	☐	☐	☐
4 **Skills in Curriculum Development** - the preparation of new courses, knowledge of curriculum theory.	☐	☐	☐	☐	☐	☐
5 **Knowledge of Modern Developments in Industry and Commerce** - being aware of up-to-date procedures and the changing nature of the work environment.	☐	☐	☐	☐	☐	☐
6 **Skills in Continuing Professional Development** - diagnosing own staff development needs in relation to one's teaching practices.	☐	☐	☐	☐	☐	☐
7 **Knowledge and Skills in a Wide Variety of Areas** - not directly related to one's area of specialization.	☐	☐	☐	☐	☐	☐
8 **Skills in Counselling Students** - in areas such as study problems, job placement and personal problems.	☐	☐	☐	☐	☐	☐
9 **Interpersonal Skills** - in dealing with fellow staff, students and the community in sharing information, being sensitive to problems when they arise and responding to them positively.	☐	☐	☐	☐	☐	☐
10 **Knowledge of 'Routine' Procedures** - such as basic safety and first aid procedures, knowledge of the legal obligations of teachers, maintenance of records.	☐	☐	☐	☐	☐	☐
11 **Knowledge of the Philosophy of TAFE** - understanding the relation between one's own area of specialization and the overall TAFE program, within both the college and the system.	☐	☐	☐	☐	☐	☐
12 **Knowledge of Elementary Administrative Procedures** - introduction to staff and financial management.	☐	☐	☐	☐	☐	☐

WHAT ARE THE IMPORTANT NEEDS OF THE PART-TIME TEACHERS WITHIN YOUR DEPARTMENT THAT REQUIRE FURTHER DEVELOPMENT?

Below are twelve statements of possible need for teachers of your department	How important do you think the following skills and abilities are for the part-time teachers of your department and its effective functioning?			How many of your part-time teachers do you think require further assistance in each of the following areas?		
	of major importance	of moderate importance	of little or no importance	most teachers	a few teachers	no teachers
1 Knowledge of Basic Subject Matter - relevant to the area of specialization in which one is teaching.	☐	☐	☐	☐	☐	☐
2 Teaching Skills Associated with Planning and Conducting Instructions - diagnosing student ability, specifying objectives, choosing appropriate teaching methods.	☐	☐	☐	☐	☐	☐
3 Understanding Assessment and Evaluation Procedures - selecting and designing appropriate assessment procedures for student achievement.	☐	☐	☐	☐	☐	☐
4 Skills in Curriculum Development - the preparation of new courses, knowledge of curriculum theory.	☐	☐	☐	☐	☐	☐
5 Knowledge of Modern Developments in Industry and Commerce - being aware of up-to-date procedures and the changing nature of the work environment.	☐	☐	☐	☐	☐	☐
6 Skills in Continuing Professional Development - diagnosing own staff development needs in relation to one's teaching practices.	☐	☐	☐	☐	☐	☐
7 Knowledge and Skills in a Wide Variety of Areas - not directly related to one's area of specialization.	☐	☐	☐	☐	☐	☐
8 Skills in Counselling Students - in areas such as study problems, job placement and personal problems.	☐	☐	☐	☐	☐	☐
9 Interpersonal Skills - in dealing with fellow staff, students and the community in sharing information, being sensitive to problems when they arise and responding to them positively.	☐	☐	☐	☐	☐	☐
10 Knowledge of 'Routine' Procedures - such as basic safety and first aid procedures, knowledge of the legal obligations of teachers, maintenance of records.	☐	☐	☐	☐	☐	☐
11 Knowledge of the Philosophy of TAFE - understanding the relation between one's own area of specialization and the overall TAFE program, within both the college and the system.	☐	☐	☐	☐	☐	☐
12 Knowledge of Elementary Administrative Procedures - introduction to staff and financial management.	☐	☐	☐	☐	☐	☐

WHAT ARE THE IMPORTANT AREAS IN THE RUNNING OF YOUR DEPARTMENT THAT REQUIRE FURTHER DEVELOPMENT

Below are seven statements that concern the running of a department	How important do you consider each of the following are in the effective running of a department?			To what extent do you think each of the seven areas listed below requires further development in your department?		
	of major importance	of moderate importance	of little or no importance	essential	helpful but not necessary	not needed at all
1 Clear communication between all individuals in the department such that all are aware of departmental decisions relating to curricula, allocation of resources, assessments, etc.	☐	☐	☐	☐	☐	☐
2 Specification of clearly stated educational objectives for each of the on-going programs in the department.	☐	☐	☐	☐	☐	☐
3 Tolerance of diverse opinions and values concerning appropriate teaching strategies, curriculum content and educational goals.	☐	☐	☐	☐	☐	☐
4 Use of the resources of all members of the department in the development of new educational practices.	☐	☐	☐	☐	☐	☐
5 Participation of departmental staff in decisions relating to curricula, allocation of resources, etc.	☐	☐	☐	☐	☐	☐
6 Continuing evaluation of departmental progress towards reaching its goals and those of individual programs.	☐	☐	☐	☐	☐	☐
7 Specification of lines of responsibility within the department so that each staff member is clearly aware of his role.	☐	☐	☐	☐	☐	☐
8 Other: ________________________	☐	☐	☐	☐	☐	☐

WHAT ARE THE IMPORTANT AREAS IN THE RUNNING OF YOUR COLLEGE THAT REQUIRE FURTHER DEVELOPMENT?

Below are nine statements that concern the running of a college.	How important do you consider each of the following are in the effective running of a college?			To what extent do you think each of the nine areas listed below requires further development in your college?		
	of major importance	of moderate importance	of little or no importance	essential	helpful but not necessary	none at all
1 Clear communication between college departments in matters of curriculum policy, resource allocation, etc.	☐	☐	☐	☐	☐	☐
2 Sensitivity to the concerns of the staff, students and community in the establishment of college goals.	☐	☐	☐	☐	☐	☐
3 Utilization of the skills and interests of individual staff members at all levels of the college in tackling problems that arise, and in planning future developments.	☐	☐	☐	☐	☐	☐
4 Use of different methods of decision-making (e.g. concensus, hierarchical) according to the nature of the problem for which a decision is required.	☐	☐	☐	☐	☐	☐
5 Development of new structures and staff roles in response to internal and external pressures, such as those from industry or the general community.	☐	☐	☐	☐	☐	☐
6 Continual appraisal of the goals of the college and their relation to the needs of the community by all staff members.	☐	☐	☐	☐	☐	☐
7 Clear specification of the duties and responsibilities of each staff member in the college.	☐	☐	☐	☐	☐	☐
8 Clear communication between the college and both other colleges and head office	☐	☐	☐	☐	☐	☐
9 Utilization of the skills and interests of individuals outside the college, particularly those in business and commerce.	☐	☐	☐	☐	☐	☐
10 Other: ______________________________	☐	☐	☐	☐	☐	☐

STAFF DEVELOPMENT ACTIVITIES FOR 1979

Certain needs and areas of concern will have been identified in the preceding pages. You are now asked to suggest appropriate strategies and activities that could be implemented next year which might increase the effectiveness of both the individual and the organization. Of course there are many constraints, such as difficulty of staff replacement, timetabling, financial resources, etc., operative which make many 'ideal' activities impractical.

For each of the following areas please indicate what you see as a possible plan of action for 1979 :

1 Your own requirements in the areas of Management and Administration, etc.

2 The requirements of your staff in the areas of Teaching, Curriculum Development, etc.
(please indicate whether you are referring to newly inducted staff, experienced staff, part-time staff, etc.)

3 The organizational requirements of your Department in the areas of Goal Setting, Communication, etc.

APPENDIX 4

The College Evaluation Report

Part A: The Management of Staff Development in the College.

Part B: The effectiveness of the previous year's program.

Part C: The Staff Development Program in the Forthcoming Year.

Part D: Priorities among the Possible Outcomes of a Staff Development Program.

CONFIDENTIAL

Program of College Staff Development

Evaluation Report

The Evaluation of Staff Development

This report is intended to assist you in evaluating the staff development program in your college. Evaluation is used here in the broad sense to include not only the assessment of outcomes resulting from the program, but also an examination of those organizational procedures and ongoing processes which lead to these outcomes.

The initial section of the report asks you to consider the management of staff development programs in your college.

The subsequent three sections are concerned with what happened in regard to staff development in your college during 1978, what you see as the major benefits to be derived from the program in the following two years, and what are the specific staff and organizational needs of your college to which the programs are to be directed.

The final section asks you to comment on a number of factors which may or may not contribute to the effectiveness of a staff development program.

The Australian Council for Educational Research Limited

PART A

The Management of Staff Development in your College

Colleges have developed their own methods for organizing and evaluating their staff development program and it is quite clear that there is no one best method. The purpose of this initial section is to bring before you certain key issues that relate to the management of staff development and which may contribute to the effectiveness of a college staff development program.

I The formal management of the staff development program may be the responsibility of a Staff Development Committee, Education Services/Staff Development Officer, a designated staff member, or a combination of any of these.

(a) How is the staff development program formally managed in your college?

____

____

____

____

____

(b) What do you see as the advantages/disadvantages of this form of management?

____

____

____

____

____

II The distribution of resources, both financial and in terms of time, for staff development may be dependant upon the identification of particular staff and organizational needs and the subsequent establishment of priorities.

(a) Has your college established a procedure which identifies what are the important needs of both the staff and the organization which restrict its overall effectiveness? If so, then please describe how this is done.

(b) Does your college construct a set of stated priorities on which to base the distribution of funds? If so, then please describe how this is done. If your college does not possess a set of stated priorities, please describe how funds are allocated.

III Some colleges require participants in staff development activities to complete a brief evaluation sheet, or present a report, on their return to the college. Other colleges do not require any such report.

(a) Does your college require staff members to complete any form of evaluation report after an activity? If so, please describe the procedure and indicate its advantages or disadvantages. If not, please indicate why you consider such a procedure unnecessary.

(b) Would you please comment on whether there is any procedure for the exchange between staff members of information gained from attendance at staff development activities.

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The 1978 Staff Development Program in your College

I Please consider all the staff development activities of the college that have been listed by the Heads of Departments. Also consider the benefits resulting from these activities that they have indicated.

In your estimation, how much effect has the overall staff development program had upon the following possible outcomes during the last year?

	Effect			
Some possible outcomes of the Staff Development Program	Considerable	Moderate	Slight	Nil
Increased confidence of staff in dealing with students	☐	☐	☐	☐
Improved teaching performance of staff	☐	☐	☐	☐
Introduction of modern teaching procedures into the college	☐	☐	☐	☐
Changes of the content of courses taught in response to modern business and industry practices	☐	☐	☐	☐
Development of a team work approach to reaching the goals of the department or college	☐	☐	☐	☐
Increased awareness of the future needs of industry and commerce	☐	☐	☐	☐
Increased staff knowledge of concepts and skills related to their teaching	☐	☐	☐	☐
Increased job satisfaction amongst staff	☐	☐	☐	☐
Greater understanding of the total work of the college	☐	☐	☐	☐
Increased adaptability of staff members to future organizational changes	☐	☐	☐	☐
Preparation of staff members for future positions of responsibility	☐	☐	☐	☐
Increased commitment of staff to the educational goals of the department or college	☐	☐	☐	☐
Improved consultative contribution of staff to outside organizations	☐	☐	☐	☐
Led to the exchange of information about courses, etc., between TAFE colleges	☐	☐	☐	☐
Other.				
______________________________ ______________________________	☐	☐	☐	☐
______________________________ ______________________________	☐	☐	☐	☐

II In your estimation, what further benefits do you think will be realized from the program during next year?

III Considering the activities of the last year, which of the activities have proved the most beneficial to

(a) the individual staff member, and

(b) the organization as a whole.

PART C

Staff Development in the Forthcoming Year

I There are many possible outcomes of an overall staff development program, and a number of these have been listed in the exercise which accompanies this document. Over the next year what outcomes of the program do you feel would be of most value to the effective functioning of the college and its staff?

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II In order to achieve these outcomes it may be necessary to direct staff development activities towards particular staff and organizational needs.

In this section you are requested to indicate the current needs of your college using the categories provided. Please indicate any special groups of staff to whom these needs are particularly relevant e.g. full-time, part-time, non-teaching, type of department, etc.

1 Technical or Specialist Skills - including knowledge of basic and advanced techniques and subject matter.

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2 Teaching Practice and Curriculum Development Skills - including conducting and planning instruction, evaluation procedure, curriculum development.

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3 Management and Administrative Skills - including knowledge of TAFE administration, leadership, procedures of staff management, financial management, college administration.

4 Personal Development - including understanding of a broad range of educational issues, inter personal skills.

5 Organizational Development of both College and Departments - including specification and evaluation of goals, job satisfaction of staff, integration of college curriculum.

III Please consider now those outcomes that you have indicated would be of most benefit and also the staff and organizational needs that have been identified above. This section is concerned with assisting you plan those activities that are most likely to alleviate college needs and produce the desired outcomes. Firstly, would you consider what are the major factors that constrain the staff development program, and then comment upon the potential value of a number of staff development strategies as far as your needs are concerned.

I Colleges have suggested many system-wide factors that limit the effectiveness of the staff development program. A selection of these is presented below. Please indicate the extent to which you consider each factor restricts the effectiveness of staff development in your college.

	Extent of Effect			
	Considerable	Moderate	Slight	Nil
The central approval of funds from TAFE for interstate travel	☐	☐	☐	☐
The present policy of allocating central and college funds for staff development	☐	☐	☐	☐
Provisions for staff replacement while attending short courses, seminars, etc.	☐	☐	☐	☐
Provisions for staff replacement while participating in longer term activities e.g. industrial leave	☐	☐	☐	☐
The amount of support offered by TAFE Services and TAFE Staff Development	☐	☐	☐	☐
Regulations that limit participation in certain activities such as industrial leave	☐	☐	☐	☐
The amount of funding available for mounting a college-based program	☐	☐	☐	☐
Distance required to travel to staff development activities	☐	☐	☐	☐
The present form of initial teacher preparation	☐	☐	☐	☐
The amount and type of industry and commerce in close proximity to the college which can provide practical experience and consultation	☐	☐	☐	☐
The absence of a permanent Senior Educational Services/Staff Development Officer in the college structure	☐	☐	☐	☐
An increasing tendency towards the public accountability of the staff development program	☐	☐	☐	☐
The range of centrally initiated staff development activities	☐	☐	☐	☐
Attendance at staff development activities not being used as a basis for promotion	☐	☐	☐	☐
Reluctance of teachers to break their continuity of teaching a program	☐	☐	☐	☐
Other. ____________________ ____________________	☐	☐	☐	☐

2 Below are samples of strategies which may characterize the staff development program. How much potential value do you think each would have in achieving the outcomes you have mentioned?

	Potential Value			
	Considerable	Moderate	Slight	Nil
Organizational development strategy involving an external consultant	☐	☐	☐	☐
Short term visits to industry observing the use of modern equipment and the current work environment	☐	☐	☐	☐
Whole term release to have working experience in industry	☐	☐	☐	☐
Short courses in administration and teaching methodology	☐	☐	☐	☐
Conferences for specialist areas organized by people outside the college	☐	☐	☐	☐
Visits to other colleges to examine teaching practices, administrative procedures and curricula	☐	☐	☐	☐
Workshops, demonstrations and training programs organized by industry and commerce	☐	☐	☐	☐
Residential programs for senior staff focussing on management and administration	☐	☐	☐	☐
Consultancy, utilizing the resources of TAFE, educational institutions and industry	☐	☐	☐	☐
Meetings of colleagues with common 'specialist' interests, (e.g. subject association meetings) either in the college or outside the college	☐	☐	☐	☐
The presence of a permanent staff development officer in the college	☐	☐	☐	☐

3 What other type of program do you feel would be of benefit? Please also indicate any assistance you might require from members of TAFE Services, industry, commerce etc. in the implementation of your college staff development program.

4 Do you wish to make any further comments on the operations of the staff development program?

Thank you for your assistance.

Adrian Fordham
Senior Research Officer
Australian Council for Educational Research

HOW HIGH A PRIORITY DOES YOUR COLLEGE PLACE UPON THE POSSIBLE BENEFITS OF THE STAFF DEVELOPMENT PROGRAM?

Benefits that are derived from a staff development program may relate primarily to the effectiveness of the individual staff member in his or her job, and then to the overall effectiveness of the organization in reaching its goals. Alternatively, the benefits may be more directly related to the organization itself, whether it be the college or the Department of Further Education; improved job performance on the part of the individual staff member would then be expected to follow.

Below are three lists of possible benefits derivable from a staff development program. The first list of benefits are those that are directly related to the individual staff member; the second are those related to the overall functioning of the college; and finally the third list are possible benefits that concern the whole TAFE system. How high a priority do you place on each of these benefits as far as your college and staff are concerned? To help answer this question you are asked to place complete the following exercise, which is designed to indicate those benefits which you believe are of higher priority at the present time, and those you believe are of lower priority. You are also given the opportunity to include benefits that you feel are of importance and which have not been included.

List I: Benefits of the staff development program for individual staff members of your college

(a) Read through the list of possible benefits to individual staff members that may result from a staff development program.

(b) Consider the question: How high a priority do you place on each of these benefits at the present time as far as your college staff are concerned?

Step 1: Rank order each of the benefits from 1 to 8. To do this place a 1 in the column marked PRIORITY against that benefit which you consider to be of HIGHEST priority. Place a 2 in the PRIORITY column against that benefit which you consider to be next in priority. Continue through the list until you have placed an 8 against that benefit which is of LEAST priority.

If you have added any benefits that you value highly which were not originally included, then you are to include these in the ranking procedure.

Step 2: This step involves scaling the priorities indicated in Step 1. This is to be done in the following way:

(i) Consider that benefit you have said is of least priority. Against this benefit you will scale the benefit which you have indicated is of next least priority. How many times more important is this benefit than that which you have said is of least priority. Assign that benefit a number which reflects that ratio, and indicate this in the column marked Weighting.

(ii) Consider then the benefit which is of next highest priority. How many times more important is this benefit than the one immediately preceding it? Assign it a number that reflects this ratio in the WEIGHTING column, and against the relevant benefit.

(iii) Continue on up the list, in ascending order of importance, making a new judgment for each benefit relative to that benefit immediately preceding it in importance.

List II: Benefits of the staff development program for the college as an organization

Proceed in a manner similar to that with List I.

List III: Benefits of the staff development program for the TAFE system

Proceed in a manner similar to that with List I.

Finally: Please indicate those five benefits of the staff development program which you think are of highest priority at the present time as far as your college and staff are concerned.

1 How high a priority do you place on each of these possible benefits of the staff development program as far as your college staff are concerned?

Possible benefits for the individual staff member	Step 1 Priority	Step 2 Weighting
1 An increased confidence in dealing with both students and teachers.	----	----
2 A recognition by colleagues in other colleges of a staff member's contribution to technical and further education.	----	----
3 An understanding of the current nature of employment in industry and commerce.	----	----
4 An improvement in individual performance in those areas which are part of normal work, e.g. teaching, typing.	----	----
5 Better utilization of leisure-time activities as a result of a richer development of skills and knowledge not directly related to current work.	----	----
6 The provision of a firm foundation of relevant knowledge concerning career opportunities on which to base future decisions.	----	----
7 Preparation for the responsibilities of future positions in the organization a staff member might assume on promotion.	----	----
8 Increased adaptability of the staff member to an organization found in a society undergoing rapid technological change.	----	----
Other:		
____________________		
____________________		
____________________	----	----
____________________		
____________________		
____________________	----	----

11 How high a priority do you place on each of these possible benefits of the staff development program as far as your college is concerned?

Possible benefits to the college as an organization	Step 1 Priority	Step 2 Weighting
1 A fostering of professional contact between teaching and non-teaching staff.	----	----
2 The development of a co-operative approach, involving all levels of the staff, in reaching the goals of the college.	----	----
3 A stronger commitment by all staff, both teaching and non-teaching, to the educational goals of the college.	----	----
4 The development of a work environment where staff are satisfied with their job.	----	----
5 A more accurate prediction of possible future needs of the community which the college serves.	----	----
6 An increased understanding by all staff of the total work of the college.	----	----
7 A wider introduction of modern teaching techniques across the college.	----	----
8 The development of new college curricula in response to modern business and industrial practices.	----	----
9 More effective utilization of library and audio visual resources in the college by both staff and students.	----	----
10 An increased efficiency of both secretarial and office services.	----	----
11 More effective use of vocational and personal counselling services offered by the college.	----	----
Other:		
____________________		
____________________	----	----
____________________		
____________________	----	----

III How high a priority do you place on each of these possible benefits of the staff development program as far as the TAFE system is concerned?

Possible benefits to the TAFE system	Step 1 Priority	Step 2 Weighting
1 Clearer perception by TAFE authorities of the concerns and views about policy held by staff members.	----	----
2 Provision of a research basis for the development of policy by TAFE authorities (e.g. through reports of interstate and overseas trips).	----	----
3 Fostering the exchange of information about courses between TAFE colleges throughout Australia and thereby facilitating the balanced development of the TAFE system.	----	----
4 Improved consultative contribution of TAFE staff to outside organizations, e.g. business and government bodies.	----	----
5 Raising the credibility of TAFE as a component of post secondary education.	----	----
6 Improving the contribution of TAFE authorities to courses of teacher preparation.	----	----
Other:		
______________________________ ______________________________ ______________________________	----	----
______________________________ ______________________________ ______________________________	----	----

APPENDIX 5

Part-time Teachers Evaluation Report

Part A: Factors that Affect Attendance at Staff Development Activities.

Part B: An Evaluation of Staff Development Needs.

Included in this Appendix are:

(i) initial letter to part-time teacher;
(ii) first follow-up letter;
(iii) second and final follow-up letter.

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Our ref AF CGS 1.4A

The Australian Council for Educational Research, with the co-operation of the College at which you will be a part-time lecturer during 1979, is studying different methods for the evaluation of the Staff Development Program organized by the Technical Schools Division. Since staff development (or in-service) activities are designed to assist both full-time and part-time college staff, we are seeking your help in our study.

It is particularly important for us to obtain some estimation of the relevance of the staff development program to the requirements of part-time lecturers, and the difficulties experienced by part-time lecturers in attending staff development activities. Of course information supplied by you will be treated as strictly confidential, and only overall results will be made available to those of your College and Department in charge of staff development.

Could you please complete the attached report, place it in the enclosed envelope, and return it to me by

Thank you for your assistance.

Yours sincerely,

Adrian Fordham
Senior Research Officer

Enc.

A National Independent Educational Research Organization

The Australian Council for Educational Research Limited

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Our ref AMF CGS 1.4

A short time ago I wrote to you about our research study of the Staff Development Programs operated by your College and the Technical Schools Division. With that letter I enclosed a questionnaire for you to complete, and a stamped addressed envelope for you to reply.

So far we have received replies from a number of those to whom we sent questionnaires, but it is important to the success of the study to have a nearly complete set of replies.

However we have still not received a reply from you. We would therefore appreciate your completing and posting the questionnaire as soon as possible. If you have misplaced it could you let me know so that I may send another?

Yours sincerely,

Adrian Fordham

Adrian Fordham
Senior Research Officer

A National Independent Educational Research Organization

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Our ref ADF JMR 1.4

Recently I wrote to you about our research study of the Staff Development Program operated by the Technical Schools Division. In that letter I explained that these programs were designed to assist both full-time and part-time staff in their teaching. In particular I mentioned that we were trying to assess the relevance of staff development (in-service) activities to part-time teaching staff.

Although we have received a large number of replies to the survey, it is important for all staff who have been surveyed to reply. This will enable a more useful policy for staff development programs to be implemented, and one that reflects the views of all teaching staff.

As we have still not received a reply from you we thought you may have misplaced the original questionnaire. We have therefore enclosed a replacement with this letter. Could you complete the questionnaire and post it to us as soon as possible?

If you do not feel that staff development activities are relevant to your particular teaching job, then could you return the questionnaire to us with a note to that effect; also if you do not wish to complete the questionnaire could you return it unanswered. Finally, if you are not now a part-time teacher at could you still return a short note stating this. In this way our records will be complete. I would like to assure you that information given on the enclosed questionnaire is strictly confidential to myself, and that the questionnaire is numbered only for mailing purposes.

Once again I stress that it is important to the success of the study to have a nearly complete set of replies.

Thank you for your assistance.

Yours sincerely,

Adrian Fordham
Senior Research Officer

Enc.

A National Independent Educational Research Organization

STAFF DEVELOPMENT PROJECT

Evaluation Report for Part-time Lecturers

This report forms part of a study of staff development programs in Technical and Further Education. All the information obtained will be CONFIDENTIAL. Please take care to answer each question. The report has two sections. The first section deals with factors that affect one's attendance at staff development activities. The second section is more concerned with determining what you consider are your needs in the area of teaching.

PART A: FACTORS THAT AFFECT ATTENDANCE AT STAFF DEVELOPMENT ACTIVITIES

Various factors are responsible for teachers' inability or unwillingness to participate in some staff development activities.

Indicate for each of the following factors if it is of considerable, moderate, slight or nil importance to you by putting a tick in the appropriate box.

		Importance			
		Considerable	Moderate	Slight	Nil
1	Cost (e.g. for travel and registration)	☐	☐	☐	☐
2	Domestic and/or personal responsibilities	☐	☐	☐	☐
3	Difficulty of staff replacement	☐	☐	☐	☐
4	Reluctance to break continuity of teaching program	☐	☐	☐	☐
5	Inappropriate times during which activities are planned, e.g. weekends	☐	☐	☐	☐
6	Inadequate communication on the part of the organizers	☐	☐	☐	☐
7	Inadequate communication within the college	☐	☐	☐	☐
8	Lack of relevance of programs to your needs and concerns	☐	☐	☐	☐
9	Commitment to study for other qualifications	☐	☐	☐	☐
10	Insufficient assistance in helping teachers be aware of their own needs	☐	☐	☐	☐
11	Other: ______________________ ______________________	☐	☐	☐	☐

PART B: THE EVALUATION OF YOUR NEEDS IN THE AREA OF TEACHING

This form is designed to help you determine your needs in the area of teaching. A set of possible needs are presented that have been derived from discussions with college staff and previous research. Some will be relevant to you; others will not. You are asked the following:

(i) Firstly, you are asked whether you think the listed skills and abilities are important to your work as a part-time lecturer.

(ii) Secondly, you are asked to comment whether you think the skills and abilities listed represent areas which require further development.

Please turn over

WHAT ARE YOUR IMPORTANT NEEDS IN THE AREA OF STAFF DEVELOPMENT?

elow are twelve statements that concern the area of teaching	How important are the following for you to be effective in your job as a P/T lecturer?			To what extent do you require further assistance in each of the areas listed?		
	of major importance	of moderate importance	of little or no importance	Essential	Helpful but not necessary	Not needed at all
Knowledge of Basic Subject Matter - relevant to the area of specialization in which one is teaching.	☐	☐	☐	☐	☐	☐
Teaching Skills Associated with Planning and Conducting Instructions - diagnosing student ability, specifying objectives, choosing appropriate teaching methods.	☐	☐	☐	☐	☐	☐
Understanding Assessment and Evaluation Procedures - selecting and designing appropriate assessment procedures for student achievement.	☐	☐	☐	☐	☐	☐
Skills in Curriculum Development - the preparation of new courses, knowledge of curriculum theory.	☐	☐	☐	☐	☐	☐
Knowledge of Modern Developments in Industry and Commerce - being aware of up-to-date procedures and the changing nature of the work environment.	☐	☐	☐	☐	☐	☐
Skills in Continuing Professional Development - diagnosing own staff development needs in relation to one's teaching practices.	☐	☐	☐	☐	☐	☐
Knowledge and Skills in a Wide Variety of Areas - not directly related to one's area of specialization.	☐	☐	☐	☐	☐	☐
Skills in Counselling Students - in areas such as study problems, job placement and personal problems.	☐	☐	☐	☐	☐	☐
Interpersonal Skills - in dealing with fellow staff, students and the community in sharing information, being sensitive to problems when they arise and responding to them positively.	☐	☐	☐	☐	☐	☐
Knowledge of 'Routine' Procedures - such as basic safety and first aid procedures, knowledge of the legal obligations of teachers, maintenance of records.	☐	☐	☐	☐	☐	☐
Knowledge of the Philosophy of TAFE - understanding the relation between one's own area of specialization and the overall TAFE program within both the college and the system.	☐	☐	☐	☐	☐	☐
Knowledge of Elementary Administrative Procedures - introduction to staff and financial management.	☐	☐	☐	☐	☐	☐

APPENDIX 6

The Principal's Evaluation Report

The Staff Development Program

Senior Administrator's Report

This brief survey form is intended to assist you in analyzing your needs in the area of management and administration as well as those areas of college functioning which may require further development. Hopefully, this form, together with those from teachers and Heads of Department, will provide a useful basis on which to plan a college staff development program. This survey asks four things.

> Firstly, you are asked to indicate what are the areas of management and administration that are important for you to be effective in your job.
>
> Secondly, you are asked to indicate which of these important areas of management and administration you feel require further development.
>
> Thirdly, you are presented with a number of areas that relate to the functioning of a college. Again, you are asked to comment upon the importance of each to the effective running of the college, and to suggest those that may require further development in your college.
>
> Finally, you are asked what staff development activities, either formal or less formal, you have attended over the last twelve months and to comment upon what benefits may have been derived from attendance at those activities.

Thank you for your assistance.

Adrian Fordham
Australian Council for Educational Research

WHAT ARE YOUR IMPORTANT NEEDS IN THE AREA OF MANAGEMENT AND ADMINISTRATION THAT REQUIRE FURTHER DEVELOPMENT?

	How important are the following for *you* to be effective in your job?			To what extent do *you* require further assistance in each of the areas listed?		
elow are ten statements that concern the area of management and administration	of major importance	of moderate importance	of little or no importance	essential	helpful but not necessary	not needed at all
1 **Knowledge of the TAFE Administrative Network** – its structures, administrative procedures and key personnel.	☐	☐	☐	☐	☐	☐
2 **Understanding TAFE** – its philosophy, current goals and likely future developments.	☐	☐	☐	☐	☐	☐
3 **Skills associated with Educational Leadership** – knowledge of teaching/learning practices relevant to TAFE, understanding the implications of current educational research and the overall ability for educational innovation in times of change.	☐	☐	☐	☐	☐	☐
4 **Understanding of Procedures in Staff Management** – staff assessment and job selection procedures, the preparation of job specifications.	☐	☐	☐	☐	☐	☐
5 **Skills of Staff Management** – understanding human relations, developing team work, delegating authority and interpersonal communication.	☐	☐	☐	☐	☐	☐
6 **Financial Management** – skills in budgeting, financial planning and techniques of cost benefit analysis.	☐	☐	☐	☐	☐	☐
7 **Understanding the Procedures in College Administration** – such as school records, examinations and student enrolments, the letting and selecting of tenders, and the running of staff meetings.	☐	☐	☐	☐	☐	☐
8 **Skills in College Administration** – decision making, preparing submissions and reports, managing resources and administering buildings.	☐	☐	☐	☐	☐	☐
9 **Skills associated with Extra-Institutional Management** – developing relationships with the community including industry and trade unions, assessing community needs and co-ordinating community education facilities.	☐	☐	☐	☐	☐	☐
10 **Understanding the strategies of Staff Development** – establishment of needs and priorities (both individual and departmental), knowledge of appropriate methods of staff development and their evaluation.	☐	☐	☐	☐	☐	☐

II You will have identified various needs and area of concern in the preceding pages. In the forthcoming year (1979) what do you feel would be appropriate staff development activities to meet these needs?

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III What staff development activities have you participated in over the last 12 months?
Please indicate:
(i) type of activity e.g. industrial leave, conference, scholarship, consultancy etc.
(ii) college-based, TAFE/industry initiated etc.
For example: Teacher Effectiveness and School Administration - TAFE workshop.

____

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IV Changes in both individual and college effectiveness can be brought about by many factors, such as increased staffing, re-allocation of physical resources, etc. Consider now only the effects of staff development activities that you have attended.

(i) How much effect has the staff development activities, indicated above, had upon the following possible outcomes during the last year?

	Effect			
Some possible outcomes of staff development activities	Considerable	Moderate	Slight	Nil
Increased confidence in dealing with staff/students	☐	☐	☐	☐
Improved your performance as an administrator	☐	☐	☐	☐
Introduction of new teaching procedures into the college	☐	☐	☐	☐
Changes in the content of courses taught in response to modern business and industry practices	☐	☐	☐	☐
Development of a team work approach to reaching the goals of the college	☐	☐	☐	☐
Increased your awareness of the future needs of industry and commerce	☐	☐	☐	☐
Increased knowledge of concepts and skills related to your job	☐	☐	☐	☐
Increased your satisfaction in your work	☐	☐	☐	☐
Gave you a greater understanding of the total work of the college	☐	☐	☐	☐
Increased your adaptability to future organizational changes	☐	☐	☐	☐
Prepared you for future positions of responsibility	☐	☐	☐	☐
Increased your commitment to the educational goals of the college	☐	☐	☐	☐
Improved your consultative contribution to outside organizations	☐	☐	☐	☐
Led to the exchange of information about courses, etc., between colleges of further education	☐	☐	☐	☐
Other:	☐	☐	☐	☐

(ii) What further effect do you expect the staff development activities (indicated above) to have over the next 12 months?

____

____

V Now consider those staff development activities in 1978 which you felt were most worthwhile and those which you felt were least worthwhile in increasing your effectiveness as a teacher.

List most worthwhile activities (please give reasons)

List least worthwhile activities (please give reasons)

VI. Constraints that affect attendance at staff development activities

Various factors are responsible for teachers' inability or unwillingness to participate in some staff development activities.

Indicate for each of the following factors if it is of considerable, moderate, slight or nil importance to you by putting a tick in the appropriate box. (Note: some factors may not be applicable due to your position in the college)

		Importance			
		Considerable	Moderate	Slight	Nil
1	Cost (e.g. for travel and registration)	☐	☐	☐	☐
2	Domestic and/or personal responsibilities	☐	☐	☐	☐
3	Difficulty of staff replacement	☐	☐	☐	☐
4	Reluctance to break continuity of your work program	☐	☐	☐	☐
5	Inappropriate times during which activities are planned, e.g. weekends	☐	☐	☐	☐
6	Inadequate communication on the part of the organizers	☐	☐	☐	☐
7	Inadequate communication within the college	☐	☐	☐	☐
8	Lack of relevance of programs to your needs and concerns	☐	☐	☐	☐
9	Commitment to study for other qualifications	☐	☐	☐	☐
10	Insufficient assistance in helping staff be aware of their own needs	☐	☐	☐	☐
11	Other: ____________________	☐	☐	☐	☐

APPLICATION TO THE CLASSROOM, WORKSHOP ETC.

VII There are many reasons why ideas expressed and skills developed in staff development activities cannot be applied to the ongoing activities of the classroom and workshop situations. There are other factors which facilitate their introduction.

(i) To what extent did the following factors restrict the application of ideas and skills gained from staff development activities during the last year?

	Effect			
	Considerable	Moderate	Slight	Nil
Insufficient materials or limitations of college buildings	☐	☐	☐	☐
General staff indifference to the introduction of new ideas	☐	☐	☐	☐
Insufficient time to carefully plan for the implementation of innovations	☐	☐	☐	☐
Inflexibility of time-tabling factors	☐	☐	☐	☐
Not directly relevant to the current curricula and established practices of the department or college	☐	☐	☐	☐
Lack of support from the college administration	☐	☐	☐	☐
Other: ____________________ ____________________	☐	☐	☐	☐

(ii) To what extent did the following factors facilitate the application of ideas and skills gained from staff development activities during the year?

	Effect			
	Considerable	Moderate	Slight	Nil
Flexibility of college administrative factors	☐	☐	☐	☐
Assistance from the staff of TAFE who possess particular expertise in the area	☐	☐	☐	☐
Accessibility and availability of resources, including appropriate buildings and materials	☐	☐	☐	☐
Co-operation and assistance from fellow members of the college	☐	☐	☐	☐
Interest and support by business, industry and community groups	☐	☐	☐	☐
Particular college personnel who deal with staff development e.g. educational services/staff development officer	☐	☐	☐	☐
Other: ____________________ ____________________	☐	☐	☐	☐

APPENDIX 7

Staff Development Officers Evaluation Report

Part A: The Important Staff Development Needs of Staff Development Officers.

Part B: The Important Staff Development Needs of Full-time Teaching Staff.

Part C: The Important Staff Development Needs of Part-time Teaching Staff.

Part D: The Important (Organization) Development Needs of Departments.

Part E: The Important (Organization) Development Needs of the College.

PART A

WHAT ARE THE IMPORTANT NEEDS THAT CONCERN YOUR ROLE AS EDUCATION SERVICES OFFICER

		How important are the following for you to be effective in your job?			To what extent do you require further assistance in each of the areas listed?		
	Below are twelve statements that concern the role of Education Services Officer	of major importance	of moderate importance	of little or no importance	essential	helpful but not necessary	not needed at all
1	Skills of Personal Counselling - knowledge of modern approaches to counselling staff.	☐	☐	☐	☐	☐	☐
2	Skills of Vocational Counselling - knowledge of courses etc. related to career development of staff, knowledge of different career opportunities both inside and outside TAFE for staff.	☐	☐	☐	☐	☐	☐
3	Knowledge of the TAFE Administrative Network - its structures, administrative procedures and key personnel.	☐	☐	☐	☐	☐	☐
4	Skills in planning and conducting staff development activities - in a wide variety of fields and utilizing adult learning techniques appropriate to teachers.	☐	☐	☐	☐	☐	☐
5	Procedures of evaluation in education - knowledge of different forms of evaluation applicable to both teacher effectiveness and organizational effectiveness, design of evaluative instruments, implementation of evaluation strategies, assessment of staff and organizational needs.	☐	☐	☐	☐	☐	☐
6	Understanding of Administrative and Managerial Theory and Practice - power structures within organizations, communication networks, types of decision making, methods of goal setting.	☐	☐	☐	☐	☐	☐
7	Knowledge of Educational Technology - use of modern audio-visual equipment, etc.	☐	☐	☐	☐	☐	☐
8	Understanding of Modern Teaching Practices - application of appropriate teaching practices to particular fields and streams of study.	☐	☐	☐	☐	☐	☐
9	Research Skills in Education - including development of new procedures for staff development and new organizational structures, assisting research activities in other fields.	☐	☐	☐	☐	☐	☐
0	Knowledge of a Broad Base of Educational Theory - including modern developments in educational psychology, sociology and philosophy.	☐	☐	☐	☐	☐	☐
1	Understanding the Processes of Innovation - including both curricular and organizational innovation.	☐	☐	☐	☐	☐	☐
2	Knowledge of a Wide Variety of Human Resources - in other colleges, in industry and commerce, and in other educational institutions.	☐	☐	☐	☐	☐	☐

ART B

WHAT ARE THE IMPORTANT NEEDS OF THE FULL-TIME TEACHERS WITHIN YOUR COLLEGE THAT REQUIRE FURTHER DEVELOPMENT?

	How important do you think the following skills and abilities are for the full-time teachers of your college and its effective functioning?			How many full-time teachers do you think require further assistance in each of the following areas?		
low are twelve statements of possible need for teachers	of major importance	of moderate importance	of little or no importance	most teachers	a few teachers	no teachers
Knowledge of Basic Subject Matter - relevant to the area of specialization in which one is teaching.	☐	☐	☐	☐	☐	☐
Teaching Skills Associated with Planning and Conducting Instructions - diagnosing student ability, specifying objectives, choosing appropriate teaching methods.	☐	☐	☐	☐	☐	☐
Understanding Assessment and Evaluation Procedures - selecting and designing appropriate assessment procedures for student achievement.	☐	☐	☐	☐	☐	☐
Skills in Curriculum Development - the preparation of new courses, knowledge of curriculum theory.	☐	☐	☐	☐	☐	☐
Knowledge of Modern Developments in Industry and Commerce - being aware of up-to-date procedures and the changing nature of the work environment.	☐	☐	☐	☐	☐	☐
Skills in Continuing Professional Development - diagnosing own staff development needs in relation to one's teaching practices.	☐	☐	☐	☐	☐	☐
Knowledge and Skills in a Wide Variety of Areas - not directly related to one's area of specialization.	☐	☐	☐	☐	☐	☐
Skills in Counselling Students - in areas such as study problems, job placement and personal problems.	☐	☐	☐	☐	☐	☐
Interpersonal Skills - in dealing with fellow staff, students and the community in sharing information, being sensitive to problems when they arise and responding to them positively.	☐	☐	☐	☐	☐	☐
Knowledge of 'Routine' Procedures - such as basic safety and first aid procedures, knowledge of the legal obligations of teachers, maintenance of records.	☐	☐	☐	☐	☐	☐
Knowledge of the Philosophy of TAFE - understanding the relation between one's own area of specialization and the overall TAFE program, within both the college and the system.	☐	☐	☐	☐	☐	☐
Knowledge of Elementary Administrative Procedures - introduction to staff and financial management.	☐	☐	☐	☐	☐	☐

PART C

WHAT ARE THE IMPORTANT NEEDS OF THE PART-TIME TEACHERS WITHIN YOUR COLLEGE THAT REQUIRE FURTHER DEVELOPMENT?

Below are twelve statements of possible need for teachers	How important do you think the following skills and abilities are for the part-time teachers of your college and its effective functioning?			How many part-time teachers do you think require further assistance in each of the following areas?		
	of major importance	of moderate importance	of little or no importance	most teachers	a few teachers	no teachers
1 Knowledge of Basic Subject Matter - relevant to the area of specialization in which one is teaching.	☐	☐	☐	☐	☐	☐
2 Teaching Skills Associated with Planning and Conducting Instructions - diagnosing student ability, specifying objectives, choosing appropriate teaching methods.	☐	☐	☐	☐	☐	☐
3 Understanding Assessment and Evaluation Procedures - selecting and designing appropriate assessment procedures for student achievement.	☐	☐	☐	☐	☐	☐
4 Skills in Curriculum Development - the prepar[illegible] of new courses, knowledge of curriculum theory.	☐	☐	☐	☐	☐	☐
5 Knowledge of Modern Developments in Industry and Commerce - being aware of up-to-date procedures and the changing nature of the work environment.	☐	☐	☐	☐	☐	☐
6 Skills in Continuing Professional Development - diagnosing own staff development needs in relation to one's teaching practices.	☐	☐	☐	☐	☐	☐
7 Knowledge and Skills in a Wide Variety of Areas - not directly related to one's area of specialization.	☐	☐	☐	☐	☐	☐
8 Skills in Counselling Students - in areas such as study problems, job placement and personal problems.	☐	☐	☐	☐	☐	☐
9 Interpersonal Skills - in dealing with fellow staff, students and the community in sharing information, being sensitive to problems when they arise and responding to them positively.	☐	☐	☐	☐	☐	☐
10 Knowledge of 'Routine' Procedures - such as basic safety and first aid procedures, knowledge of the legal obligations of teachers, maintenance of records.	☐	☐	☐	☐	☐	☐
11 Knowledge of the Philosophy of TAFE - understanding the relation between one's own area of specialization and the overall TAFE program, within both the college and the system.	☐	☐	☐	☐	☐	☐
12 Knowledge of Elementary Administrative Procedures - introduction to staff and financial management.	☐	☐	☐	☐	☐	☐

PART D **WHAT ARE THE IMPORTANT AREAS IN THE RUNNING OF THE DEPARTMENTS IN YOUR COLLEGE THAT REQUIRE FURTHER DEVELOPMENT?**

Below are seven statements that concern the running of a department	How important do you consider each of the following are in the effective running of a department?			How many departments do you think require further assistance in each of the following areas?		
	of major importance	of moderate importance	of little or no importance	most departments	a few departments	no departments
1 Clear communication between all individuals in the department such that all are aware of departmental decisions relating to curricula, allocation of resources, assessments, etc.	☐	☐	☐	☐	☐	☐
2 Specification of clearly stated educational objectives for each of the on-going programs in the department.	☐	☐	☐	☐	☐	☐
3 Tolerance of diverse opinions and values concerning appropriate teaching strategies, curriculum content and educational goals.	☐	☐	☐	☐	☐	☐
4 Use of the resources of all members of the department in the development of new educational practices.	☐	☐	☐	☐	☐	☐
5 Participation of departmental staff in decisions relating to curricula, allocation of resources, etc.	☐	☐	☐	☐	☐	☐
6 Continuing evaluation of departmental progress towards reaching its goals and those of individual programs.	☐	☐	☐	☐	☐	☐
7 Specification of lines of responsibility within the department so that each staff member is clearly aware of his role.	☐	☐	☐	☐	☐	☐
8 Other: ______________________	☐	☐	☐	☐	☐	☐

PART E

WHAT ARE THE IMPORTANT AREAS IN THE RUNNING OF YOUR COLLEGE THAT REQUIRE FURTHER DEVELOPMENT?

Below are nine statements that concern the running of a college	How important do you consider each of the following are in the effective running of a college?			To what extent do you think each of the nine areas listed below requires further development in your college?		
	of major importance	of moderate importance	of little or no importance	essential	helpful but not necessary	none at all
1 Clear communication between college departments in matters of curriculum policy, resource allocation, etc.	☐	☐	☐	☐	☐	☐
2 Sensitivity to the concerns of the staff, students and community in the establishment of college goals.	☐	☐	☐	☐	☐	☐
3 Utilization of the skills and interests of individual staff members at all levels of the college in tackling problems that arise, and in planning future developments.	☐	☐	☐	☐	☐	☐
4 Use of different methods of decision-making (e.g. concensus, hierarchical) according to the nature of the problem for which a decision is required.	☐	☐	☐	☐	☐	☐
5 Development of new structures and staff roles in response to internal and external pressures, such as those from industry or the general community.	☐	☐	☐	☐	☐	☐
6 Continual appraisal of the goals of the college and their relation to the needs of the community by all staff members.	☐	☐	☐	☐	☐	☐
7 Clear specification of the duties and responsibilities of each staff member in the college.	☐	☐	☐	☐	☐	☐
8 Clear communication between the college and both other colleges and head office.	☐	☐	☐	☐	☐	☐
9 Utilization of the skills and interests of individuals outside the college, particularly those in business and commerce.	☐	☐	☐	☐	☐	☐
10 Other: ____________________	☐	☐	☐	☐	☐	☐

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APPENDIX 8

Staff Development Officers Evaluation Report - Modified Form

Part A: Factors that Affect Attendance at Staff Development Activities.

Part B: The Evaluation of the Staff Development Needs of Staff Development Officers.

Included in this Appendix is the initial letter to the Staff Development Officer (neither follow-up letters are included - these were similar to those used for the trial of the Part-time Teachers Evaluation Report).

The Australian Council for Educational Research Limited

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The Australian Council for Educational Research, with the co-operation of the Victorian Staff Development Standing Committee, is studying different methods for the evaluation of the Staff Development Program organized by the Technical Schools Division.

It is particularly important for us to obtain some estimation of the relevance of the staff development program to the requirements of college staff, and the difficulties experienced by staff in attending staff development activities. We are seeking your assistance in this regard. Firstly, we are asking you to indicate those factors that most restrict staff attendence at staff development activities. Secondly, we are asking you to comment upon your own needs in the effective carrying out of your duties as an education services officer. Of course information supplied by you will be treated as strictly confidential, and only overall results will be made available to those of the Department in charge of staff development.

Could you please complete the attached report, place it in the enclosed envelope, and return it to me by

Thank you for your assistance.

Yours sincerely,

Adrian Fordham,
Senior Research Officer

Enc.

Australian Council for Educational Research

STAFF DEVELOPMENT PROJECT

Report from Education Services Officers

This report forms part of a study of staff development programs in Technical and Further Education. All the information obtained will be CONFIDENTIAL. Please take care to answer each question. The report has two sections. The first section deals with factors that affect teachers' attendance at staff development activities. The second section is more concerned with determining what you consider are your needs in the carrying out of your duties.

PART A: FACTORS THAT AFFECT ATTENDANCE AT STAFF DEVELOPMENT ACTIVITIES

Various factors are responsible for teachers' inability or unwillingness to participate in some staff development activities. Below are some of these.

Indicate for each of the following factors if it is of considerable, moderate, slight or nil importance to the staff of your college by putting a tick in the appropriate box.

	Importance			
	Considerable	Moderate	Slight	Nil
1 Cost (e.g. for travel and registration	☐	☐	☐	☐
2 Domestic and/or personal responsibilities	☐	☐	☐	☐
3 Difficulty of staff replacement	☐	☐	☐	☐
4 Reluctance to break continuity of teaching program	☐	☐	☐	☐
5 Inappropriate times during which activities are planned, e.g. weekends	☐	☐	☐	☐
6 Inadequate communication on the part of the organizers	☐	☐	☐	☐
7 Inadequate communication within the college	☐	☐	☐	☐
8 Lack of relevance of programs to their needs and concerns	☐	☐	☐	☐
9 Commitment to study for other qualifications	☐	☐	☐	☐
10 Insufficient assistance in helping teachers be aware of their own needs	☐	☐	☐	☐
11 Other: ______________________ ______________________	☐	☐	☐	☐

PART B: THE EVALUATION OF YOUR NEEDS IN THE AREA OF EDUCATION SERVICES

This form is designed to help determine your needs in the area of education services. A set of possible needs are presented that have been derived from discussions with college staff and previous research. Some will be relevant to you; others will not. You are asked the following:

(i) Firstly, you are asked whether you think the listed skills and abilities are important to your work as an education services officer.

(ii) Secondly, you are asked to comment whether you think the skills and abilities listed represent areas which require further development.

WHAT ARE THE IMPORTANT NEEDS THAT CONCERN YOUR ROLE AS EDUCATION SERVICES OFFICER

	How important are the following for *you* to be effective in your job?			To what extent do *you* require further assistance in each of the areas listed?		
Below are twelve statements that concern the role of Education Services Officer	of major importance	of moderate importance	of little or no importance	essential	helpful but not necessary	not needed at all
1 Skills of Personal Counselling – knowledge of modern approaches to counselling staff.	☐	☐	☐	☐	☐	☐
2 Skills of Vocational Counselling – knowledge of courses etc. related to career development of staff, knowledge of different career opportunities both inside and outside TAFE for staff.	☐	☐	☐	☐	☐	☐
3 Knowledge of the TAFE Administrative Network – its structures, administrative procedures and key personnel.	☐	☐	☐	☐	☐	☐
4 Skills in planning and conducting staff development activities – in a wide variety of fields and utilizing adult learning techniques appropriate to teachers.	☐	☐	☐	☐	☐	☐
5 Procedures of evaluation in education – knowledge of different forms of evaluation applicable to both teacher effectiveness and organizational effectiveness, design of evaluative instruments, implementation of evaluation strategies, assessment of staff and organizational needs.	☐	☐	☐	☐	☐	☐
6 Understanding of Administrative and Managerial Theory and Practice – power structures within organizations, communication networks, types of decision making, methods of goal setting.	☐	☐	☐	☐	☐	☐
7 Knowledge of Educational Technology – use of modern audio-visual equipment, etc.	☐	☐	☐	☐	☐	☐
8 Understanding of Modern Teaching Practices – application of appropriate teaching practices to particular fields and streams of study.	☐	☐	☐	☐	☐	☐
9 Research Skills in Education – including development of new procedures for staff development and new organizational structures, assisting research activities in other fields.	☐	☐	☐	☐	☐	☐
10 Knowledge of a Broad Base of Educational Theory – including modern developments in educational psychology, sociology and philosophy.	☐	☐	☐	☐	☐	☐
11 Understanding the Processes of Innovation – including both curricular and organizational innovation.	☐	☐	☐	☐	☐	☐
12 Knowledge of a Wide Variety of Human Resources – in other colleges, in industry and commerce, and in other educational institutions.	☐	☐	☐	☐	☐	☐

APPENDIX 9

The Checklist: Defining a College Development Program

AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH

The Evaluation of a College
Development Program utilizing
External Consultants and a
Training or Intervention Period

CHECKLIST TRIAL FORM 2

Researcher: Adrian Fordham
(Staff Development Study)

PHASE 1: APPROACH AND COMMITMENT

COMMENTS

(1) the principal and senior staff were committed to the program, and subsequent outcomes of the program

(2) there was a commitment in terms of resources (e.g. time, money) to both the program and follow-up

(3) the staff actively participated in the decision to become involved in the program

(4) the target group were all the staff of the college

(5) the college staff initiated the contact with the consultant

(6) the staff were given the opportunity to define the boundaries of the program

(7) information concerning organizational development types of activities were disseminated before commitment

(8) the processes of organizational development were understood by staff

(9) the consultant informally interacted with staff before the staff expressed commitment

ADDITIONAL NOTES:

PHASE 2: DATA GATHERING

COMMENTS

(1) During the collection of data the consultants kept a 'low' profile

(2) data collection, e.g. questionnaires and interviews, were seen as related to initial broad aims of the program

(3) data was collected from all staff

(4) data collection was not seen as threatening to the staff

(5) the data collected was seen as relevant to the college processes

(6) the data collected was sufficiently comprehensive for the needs of the college

ADDITIONAL NOTES:

PHASE 3: FEEDBACK OF PRELIMINARY INFORMATION

COMMENTS

(1) the questionnaire material was used by the staff for diagnostic purposes

(2) information fed back to staff was in an easy to understand form

(3) all staff were involved in the identication of the areas in need of improvement

(4) goals were set by the staff for the subsequent phase

(5) a 'climate' was established for the appropriateness of an organizational development activity

(6) a 'contract' between the college staff and the consultants was decided upon

ADDITIONAL NOTES:

PHASE 4: THE TRAINING PROGRAM

COMMENTS

(1) the activities used were seen to be related to the goals set for the program

(2) there was a discussion of the processes that were involved in each activity

(3) there was discussion of applications of the activity to the school/organization/ college

(4) supportive aspects of the college structure were not ignored

(5) a large number of staff participated on most occasions

(6) within school facilitators for future action were identified and trained

(7) activities were designed so that the staff become less dependent upon the consultant during the program

(8) specific 'areas of concern' of the college were identified

(9) action plans to alleviate these 'areas of concern' were established

(10) consultant emphasized underlying processes rather than specific content related to the college

(11) evaluation of the effectiveness of the activities was undertaken throughout the program

ADDITIONAL NOTES:

PHASE 5: **EVALUATION AND CONTINUING DEVELOPMENT**

COMMENTS

(1) facilitators were active in the college situation

(2) action plans generated from the program were implemented and monitored

(3) continuing evaluation and feedback to staff occurred

ADDITIONAL NOTES:

APPENDIX 10

A Staff Evaluation Report for a College Development Program

AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH

(for ________________ College Staff Development Committee)

Staff Development Conference at the

________________ ________________

Program Evaluation - 1

In this evaluation sheet you are asked to comment upon both your prior expectations of the conference and your reactions to the actual conference. The major purpose of this sheet is to gain some information regarding the program itself, rather than any organizational changes that occur as a result of this conference. It is expected that such an evaluation would be undertaken at a later date.

A Expectations of the Conference

1 Before attending the conference, what did you see as its major aim?

....

....

....

....

....

....

2 Before attending the conference did you feel that such a conference was necessary? (Please indicate by ticking the appropriate box.)

Absolutely essential ☐ Of some value ☐ No value at all ☐

3 How satisfactory was the advanced information supplied by the organizer, in regard to:

(i) the purposes of the conference ....

Good ☐

Adequate ☐

Poor ☐

(ii) the organizational aspects of the conference ....

Good ☐

Adequate ☐

Poor ☐

4 To what extent were you consulted about the purpose and need for the conference ....

Greatly ☐

Moderately ☐

Not at all ☐

5 Any further comments relating to the 'lead-up' to the conference.

....

....

....

....

....

....

B The Specific Objectives of the Conference

6 By the end of the conference program, it was expected that participants would have developed particular skills and knowledge concerned with leadership, communication, adult learning and problem solving. In the following table you are asked to indicate the clarity of presentation and relevance to you of each objective and then the extent to which in your case each objective was achieved.

Objective of Conference	How clear was this objective in the program?			How relevant was this objective to you?			To what extent was this objective achieved as far as you were concerned?			
	Very Clear	Moderately Clear	Not at all Clear	Very Relevant	Of Moderate Relevance	Not Relevant	Completely	Moderately	Slightly	Not at all
A Leadership										
By the end of the conference participants should be able to:										
(i) identify major aspects of leadership	1	2	3	1	2	3	1	2	3	4
(ii) evaluate leadership in terms of effective and ineffective styles	1	2	3	1	2	3	1	2	3	4
(iii) examine relevance of these styles to ones own department	1	2	3	1	2	3	1	2	3	4
B Communication										
By the end of the conference participants should be able to:										
indicate an understanding of communication processes by applying a communication model to themselves	1	2	3	1	2	3	1	2	3	4
C Adult Learning										
By the end of the conference participants should be able to:										
identify ways in which adults learn, and the conditions which promote effective learning	1	2	3	1	2	3	1	2	3	4
D Problem Solving										
By the end of the conference participants should be able to:										
identify major components related to:										
(i) problem solving models	1	2	3	1	2	3	1	2	3	4
(ii) training-needs analysis	1	2	3	1	2	3	1	2	3	4

7 Indicate the relative importance you place on each of the aspects of the conference listed above in regard to your own needs. Do this by ranking the objectives from 1 (Most Important) to 4 (Least Important).

	Rank
Leadership	....
Communication	....
Adult Learning	....
Problem Solving	....

8 What other benefits (or perhaps losses) do you feel have resulted from the conference?

....

....

....

....

....

....

9 A list of problem areas within the organization was identified at the conclusion of the conference. A selected number of these are presented below. To what extent do you think the conference will help overcome each of these problem areas? Please circle the appropriate response.

Problem areas identified at the conference	To what extent do you think the conference will help overcome this problem?				Further Comment
	greatly	moderately	slightly	not at all	
There needs to be some rationalization of rooms between departments	1	2	3	4	
The policy and goals of the college require specification	1	2	3	4	
Job profiles for senior staff require clarification	1	2	3	4	
The role and organization of educational services is not clear	1	2	3	4	
The exam timetable is not co-ordinated with the day-to-day timetable	1	2	3	4	
Heads of Departments do not appear to have effective control over their staff	1	2	3	4	
Committees do not distribute reports of their meetings etc.	1	2	3	4	

10 What other problems do you think the conference may help solve?

....

....

....

....

....

....

11 Below is a list of typical reactions by participants immediately after programs such as this conference. Indicate whether they represent *your* reactions to this conference by circling the appropriate response.

	Strongly Agree	Agree	?	Disagree	Strongly Disagree
1 The 'games' examples were good	1	2	3	4	5
2 The consultant was too visible	1	2	3	4	5
3 Presented a non-threatening atmosphere	1	2	3	4	5
4 It was too artificial	1	2	3	4	5
5 A good interaction between staff and administration	1	2	3	4	5
6 We got to know each other	1	2	3	4	5
7 There was not enough time to follow-up on exercises relevant to us	1	2	3	4	5
8 There was plenty of assistance in solving problems that were aired	1	2	3	4	5
9 Everybody had an opportunity to be heard	1	2	3	4	5
10 Decisions were made	1	2	3	4	5

		Strongly Agree	Agree	?	Disagree	Strongly Disagree
11	The groups were intimidating to the less vocal	1	2	3	4	5
12	There were lots of new ideas being discussed	1	2	3	4	5
13	The lunches were too elaborate	1	2	3	4	5
14	There was a false sense of achievement	1	2	3	4	5
15	We became aware of conflicts that we would not normally have known about	1	2	3	4	5
16	We were often treated like school children	1	2	3	4	5
17	There was a breakdown of staff cliques	1	2	3	4	5
18	We gained lots of skills to help solve problems	1	2	3	4	5
19	The facilities were excellent	1	2	3	4	5
20	I couldn't see the point of many of the sessions	1	2	3	4	5
21	We didn't get to the basic problems at our college	1	2	3	4	5
22	Everybody said what they felt	1	2	3	4	5
23	More plans of action should have been formulated	1	2	3	4	5

C To Sum Up

12 What were the stronger features of the conference?

....

....

....

....

....

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13 What were the weaker features of the conference?

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APPENDIX 11

The Evaluation of Centrally-Funded Activities

Part I: Perceptions of the participants concerning the effectiveness of activities centrally-funded.

Part II: Perceptions of the organizers concerning the possible effectiveness of centrally-funded activities.

Included in this Appendix are initial letters to both participants and organizers (neither follow-up letters are included for participants - these were similar to those used in the trial of the Part-time Teachers Evaluation. No follow-up letters were required in the case of program organizers).

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Our ref AF DS 1.4A

The Australian Council for Educational Research, with the co-operation of the Technical Schools Division, is studying different methods for the evaluation of staff development activities. Since you have attended one of these activities over the last twelve months or so, we are seeking your help in our study.

It is particularly important for us to examine methods of estimating the effectiveness of these activities from attendees; also it is important to gain an indication of those factors, in the college situation, which assist or restrict the application of ideas and skills gained from these activities. Of course information supplied by you will be treated as strictly confidential and only overall results will be made available to those of your Department in charge of staff development.

Could you please complete the attached report, place it in the enclosed envelope, and return it to me by

Yours sincerely,

Adrian Fordham

Adrian Fordham
Senior Research Officer

Enc.

A National Independent Educational Research Organization

STAFF DEVELOPMENT PROJECT

Staff development activity attended by you:

Changes in both individual and college effectiveness can be brought about by many factors, such as increased staffing, re-allocation of physical resources, etc. Consider now only the effects of this activity.

(i) How much effect has the above staff development activity had upon the following possible outcomes of staff development activities? (Note: some may not be directly relevant to the activity *you* attended)

	Effect			
Some possible outcomes of staff development activities	Considerable	Moderate	Slight	Nil
Increased your confidence in dealing with students	☐	☐	☐	☐
Improved your teaching performance	☐	☐	☐	☐
Introduction of new teaching procedures into your lessons or those of your colleagues	☐	☐	☐	☐
Changes in the content of courses taught in response to modern business and industry practices	☐	☐	☐	☐
Development of a team work approach to reaching the goals of the department or college.	☐	☐	☐	☐
Increased your awareness of the future needs of industry and commerce	☐	☐	☐	☐
Increased knowledge of concepts and skills related to your teaching	☐	☐	☐	☐
Increased your satisfaction in teaching	☐	☐	☐	☐
Gave you a greater understanding of the total work of the college	☐	☐	☐	☐
Increased your adaptability to future organizational changes	☐	☐	☐	☐
Prepared you for future positions of responsibility	☐	☐	☐	☐
Increased your commitment to the educational goals of the department or college.	☐	☐	☐	☐
Improved your consultative contribution to outside organizations	☐	☐	☐	☐
Led to the exchange of information about courses, etc., between colleges of further education	☐	☐	☐	☐
Other:	☐	☐	☐	☐

(ii) What further effect do you expect the above staff development activity to have over the next twelve months?

Please turn over

Application to the Classroom and Workshop

There are many reasons why ideas expressed and skills developed in staff development activities cannot be applied to the ongoing activities of the classroom and workshop situations. There are other factors which facilitate their introduction.

(i) To what extent did the following factors restrict the application of ideas and skills you gained from this staff development activity?

		Effect			
		Considerable	Moderate	Slight	Nil
1	Insufficient materials or limitations of college buildings	☐	☐	☐	☐
2	General staff indifference to the introduction of new ideas	☐	☐	☐	☐
3	Insufficient time to carefully plan for the implementation of innovations to curricula	☐	☐	☐	☐
4	Inflexibility of time-tabling factors	☐	☐	☐	☐
5	Not directly relevant to current curricula	☐	☐	☐	☐
6	Lack of support from the college administration	☐	☐	☐	☐
7	Other: ____________________ ____________________	☐	☐	☐	☐

(ii) To what extent did the following factors assist the application of ideas and skills gained from this staff development activity?

		Effect			
		Considerable	Moderate	Slight	Nil
1	Flexibility of college administrative factors	☐	☐	☐	☐
2	Assistance from the staff of TAFE who possess particular expertise in the area	☐	☐	☐	☐
3	Accessibility and availability of resources, including appropriate buildings and materials	☐	☐	☐	☐
4	Co-operation and assistance from fellow members of the college	☐	☐	☐	☐
5	Interest and support by business, industry and community groups	☐	☐	☐	☐
6	Particular college personnel who deal with staff development e.g. educational services/staff development officer	☐	☐	☐	☐
7	Other: ____________________ ____________________	☐	☐	☐	☐

Thank you for your assistance.

[illegible]

The Australian Council for Educational Research Limited

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Our ref AF DS 1.4A

The Australian Council for Educational Research, with the co-operation of the Technical Schools Division, is studying different methods for the evaluation of staff development activities. Since you have organized one of these activities over the last twelve months or so, we are seeking your help in our study.

It is particularly important for us to examine methods of estimating the effectiveness of these activities. One way is to ask the organizers of the activities what they thought the most likely outcomes would be. It is in this regard we are seeking your assistance, and are asking you to complete the accompanying report. If you have organized two or more activities then the appropriate number of report forms have been included. Of course information supplied by you will be treated as strictly confidential and only overall results will be made available to those of your Department in charge of staff development.

Could you please complete the attached report, place it in the enclosed envelope, and return it to me by

Yours sincerely,

Adrian Fordham

Adrian Fordham
Senior Research Officer

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STAFF DEVELOPMENT PROJECT

Staff development activity organized by you:

There are many possible outcomes from a staff development activity. Some will relate to the individual staff member and others will relate to the overall effectiveness of the college. Some will be intended by the organizers of the activity, other outcomes will be unintended but still be quite important.

How much effect do YOU think the above staff development activity had upon the majority of participants? I have listed a number of possible outcomes relevant to a variety of activities and there is the opportunity for you to further specify other outcomes that may have been more relevant to the activity you organized.

	Effect on majority of participants			
Some possible outcomes of staff development activities	Considerable	Moderate	Slight	Nil
Increased their confidence in dealing with students	☐	☐	☐	☐
Improved their teaching performance	☐	☐	☐	☐
Introduction of new teaching procedures into their lessons or those of their colleagues	☐	☐	☐	☐
Changes in the content of their courses taught in response to modern business and industry practices	☐	☐	☐	☐
Development of a team work approach to reaching the goals of their department or college	☐	☐	☐	☐
Increased their awareness of the future needs of industry and commerce	☐	☐	☐	☐
Increased knowledge of concepts and skills related to their teaching	☐	☐	☐	☐
Increased their satisfaction in teaching	☐	☐	☐	☐
Gave them a greater understanding of the total work of their college	☐	☐	☐	☐
Increased their adaptability to future organizational changes	☐	☐	☐	☐
Prepared them for future positions of responsibility	☐	☐	☐	☐
Increased their commitment to the educational goals of the department or college	☐	☐	☐	☐
Improved their consultative contribution to outside organizations	☐	☐	☐	☐
Led to the exchange of information about courses, etc., between colleges of further education	☐	☐	☐	☐
Other: ______________________ ______________________	☐	☐	☐	☐

APPENDIX 12

The Industrial Leave Survey

Included in this Appendix is the initial letter to staff (neither of the follow-up letters are included - these were similar to those used in the trial of the Part-time Teachers Evaluation Report).

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Our ref AF RH 1.4

The Australian Council for Educational Research, with the co-operation of the Technical Schools Division, is studying different methods for the evaluation of staff development (in-service) activities. Throughout the last twelve months we have been asking teachers about the relevance of staff development activities organized by their College and the Victorian Staff Development Standing Committee. Several important issues have emerged from teacher discussions and surveys and we are now following them up. One of these relates to the opportunity for teachers to keep up to date with modern developments in their specialist field. Since the staff development program is designed to assist all college staff, we are seeking your help in our study.

It is particularly important for us to obtain some detailed information concerning teachers' views on the extent to which they are able to update their specialist knowledge and to gain an indication of the most appropriate forms of staff development for this purpose. Of course information supplied by you will be treated as strictly confidential and only overall results will be made available to those in your College and Department in charge of staff development.

Could you please answer all questions unless they are not directly relevant to you - in such cases you will be instructed to proceed to the following section. When you have completed this report, place it in the envelope provided and return it to me by

Thank you for your assistance.

Yours sincerely,

Adrian Fordham

Adrian Fordham
Senior Research Officer

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STAFF DEVELOPMENT PROJECT

Evaluation Report on Industrial Leave

This report is concerned with the most appropriate types of staff development activities for updating teachers' expertise in their specialist area. It forms part of a study of the overall staff development programs organized by your college and the Technical Schools Division. All the information obtained will be CONFIDENTIAL. Please take care to answer each question that is relevant to you.

SECTION I - The present situation

1 What kind of contact do you currently have with industry and commerce as a means of keeping up to date with modern developments in your specialist area?

	Generally Yes	Generally No
Newsletters, journals, etc.	☐	☐
Membership of Trade Association, etc.	☐	☐
Membership - Standing Committee	☐	☐
Visits to industry	☐	☐
Seminars/Conferences run by industry	☐	☐
Courses organized by industry	☐	☐
2 Do you feel that your current contact with industry is adequate for you to keep abreast of current developments?	☐	☐

SECTION II

1 Below are several possible ways of keeping up to date with modern developments in industry and commerce. How important do you think they are? Please rank them in order of importance from 1 (of highest importance) to 5 (of lowest importance).

	Ranking
Information from journals, newsletters, etc.	----
Meetings organized by Trade Associations, etc.	----
Short (observational) visits to industry	----
Seminars/Conferences/Courses run by industry	----
'Hands-On' working experience in industry	----
Other:	----

SECTION III - Industrial release

This section is concerned with industrial release. 'Industrial Release' relates to periods spent in or with industry, business and other organizations and engaging in ('hands on') or observing activities for the purpose of updating knowledge or upgrading your practical skills.

1 If it were available and suitable would you participate in an industrial leave scheme?

Yes ☐ No ☐ → If NO, go to Section IV

↓

If YES, go to next question

Continued overleaf

2 What is the nature of the experience you feel would be more appropriate for YOU? (Tick one box only)	'Hands on'	☐
	'Observational'	☐
3 Would you prefer part-time (e.g. 1 day per week for 6 months) or full-time (e.g. 3 months) industrial release?	Part-time	☐
	Full-time	☐
4 What total period of industrial release would you prefer?	1-3 weeks	☐
	1-3 months	☐
	3-6 months	☐
	6-12 months	☐
5 What frequency of release is most appropriate to your own professional development?	Every year	☐
	Every 2-3 years	☐
	Every 5 years	☐
6 What salary conditions would you prefer if you were to undertake a period in industry?	Paid by present employer	☐
	Paid by industry	☐
	Without pay	☐
7 During the period of release what hours of attendance would you see as appropriate?	As per teaching conditions	☐
	As per industry conditions	☐

SECTION IV - Some background information

In this questionnaire we are mainly concerned with the most appropriate types of staff development activities for keeping abreast of modern developments in industry and commerce. However there is also some background information that would be helpful in planning a suitable program. As we have said, the information contained in this report is CONFIDENTIAL and only overall results will be presented to those of the Technical Schools Division in charge of Staff Development. We would therefore appreciate you answering the following five questions:

1 What is the full title of your present teaching department? ----------------------------

2 In your department what do you mainly teach? (Tick one box only)	Apprentice/Technician studies	☐
	Middle level certificate studies	☐
	Tertiary orientation program	☐
	Secondary trade subjects	☐
	Secondary non-trade subjects	☐
	Other, including library, etc.	☐
3 What is your present classification?	Senior teacher	☐
	Assistant (Post of responsibility)	☐
	Assistant (Spec. duties allowance)	☐
	Assistant	☐
4 How many years have you been a full-time teacher?		☐
5 How many years of industrial experience have you had relevant to your present teaching position? (Do not include casual weekend work, etc.)		☐

Thank you for your assistance.
Adrian Fordham.

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